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ABSTRACT

This report, comprising a diagnostic study of a city adult school, was prompted by concern over declining enrollment, which had dropped nearly one-third over a 4-year period. A task force approach was adopted by the graduate students conducting the research, and five areas of study were formulated: administration; community interests; instructional needs; student attitudes; and competition, curriculum and marketing. Each section of the document establishes the problem area, research methods, and findings for the issues covered. Recommendations are compiled in a final section, synthesizing the principal recommendations which arise from the five problem areas. The researchers found the underlying problems to be: (1) lack of administrative aggressiveness, (2) the adverse image of educational programs generally in the city, (3) the proligeration of area adult education opportunities. Their 16 recommendations are related to aggressive marketing of the Adult School and to reversing its negative image. Supporting documents, such as correspondence, committee reports, interview forms, a statement of the school philosophy, and biographical information on the researchers, are appended. (AJ)

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A STUDY OF THE

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PLAINFIELD, N.J.

ADULT SCHOOL

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SECTION A

INTRODUCTION

The several sections of this report comprise a diagnostic study of the Plainfield Adult School. The project was undertaken during the Spring of 1974 by five graduate students as a part of their regular course work in Adult Education at Rutgers University. Its preparation was intended to serve as a learning vehicle for the students while at the same time providing potentially useful input to those responsible for the administration and conduct of the Plainfield Adult School. It is emphasized that the study is a student learning activity and in no way represents the position of Rutgers University, the Graduate School of Education or any member of the Rutgers faculty.

The project evolved following the designation of a sub-committee of the Plainfield Adult School Advisory Council to study the declining enrollment of the Plainfield Adult School. A member of this sub-committee discussed the problem and possible approaches to its investigation with contacts on the faculty of the Rutgers Graduate School of Education. It was subsequently decided to suggest the possibility of such a study as being suitable for student participation in conjunction with several Spring semester adult education courses then starting. When a number of students indicated an interest in learning more about the project, a meeting was arranged for February 19, 1974 to further clarify the issues.

Some twenty graduate students and members of the faculty met as planned in the Graduate School of Education lounge with Messrs. David Cayer and Charles Carter of the Plainfield Adult School Advisory Council. Mr. Cayer is a member of the designated sub-committee and Mr. Carter is the Director of the Plainfield Adult School. These gentlemen described the overall adult education program and then discussed factors having a possible bearing on the Adult School's declining enrollment. A written summary of the material presented was provided each meeting attendee (see Appendices AA-1 and AA-2).

Five graduate students subsequently asked to be a part of the project and an organization meeting was held with Dr. Hamilton Stillwell and Dr. Kathleen Penfield on February 28. A task force approach was adopted and the areas of study were formulated and accepted by the students according to their particular interests (see student biographies in Appendices AA-3 through AA-7). Messrs. Cayer and Carter were informed of the proposed study plan and a meeting of the Advisory Council sub-committee was arranged for March 7 at the Plainfield High School to go over the proposal. In addition to the five graduate students, the meeting was attended by Dr. Stillwell, Mr. Cayer, Mr. Carter, Dr. Luther Roberts and Miss Jane Flaherty. The students outlined their investigatory plan at this meeting, the general approval of the sub-committee was expressed and Mr. Carter said that he would present the proposal to the Plainfield Superintendent of Schools, Mr. Russell W. Carpenter, Jr., the next day.

On March 8, Superintendent Carpenter telephoned the student coordinator, Mr. Henry, and stated that while he favored the project, it was his policy that such proposals be submitted in writing before being undertaken. Accordingly, a letter proposal was forwarded to Superintendent Carpenter on March 13 (Appendix AA-8). The Superintendent's approval of the study as proposed was telephoned to Mr. Henry by Mr. Carter on March 18, 1974.

Three coordination meetings were subsequently held by the students on March 21, April 18 and May 2. The progress and findings of the various research activities were reviewed at the two earlier meetings as were matters of format and scheduling. The May 2 meeting produced the coordinated recommendations of the study group for presentation in Section G. It was agreed that the completed report would be submitted on or about May 15 to Superintendent Carpenter, members of the Advisory Council subcommittee and Rutgers faculty advisors. Further, plans were laid for an oral presentation to the Advisory Council on May 30, 1974. By exposure to the written report prior to May 30 and then the oral presentation on that date, it was anticipated that at least preliminary implementing action might be directed over the summer months in order to be operable prior to the opening of the Fall session of the Adult School.

The problem thus became one of a general diagnostic survey of the Plainfield Adult School -- in less than 60 days, on a part-time basis by 5 graduate students unfamiliar with the specifics of the situation. It follows that the study is neither comprehensive nor exhaustive. It has not been carried out by experts or paid consultants. That is not to say, however, that this is an unreasonable assignment so long as reasonable people apply reasonable standards to the results achieved. By the same token, these students collectively have a substantial and diverse background which should bring a fresh perspective to the problem. Some are young; some are older; two are black; all are parents, responsible citizens and committed in one way or another to the premise that adult education must play an increasingly important part in our society.

The starting point -- the visible manifestation of trouble -- is the fact of declining enrollment. The 1,318 students enrolled in the evening school in 1970-71 have dropped to approximately 900 for the school year now drawing to a close, a decrease of nearly one-third over a four year period. But we emphasize that the declining enrollment is only an indicator of other problems, it is not the beginning and the end of the difficulty in itself. We must ask WHY the enrollment has dropped. Are there fewer potential students? Are there needs for classes of which the school is unaware? Is the instruction spirited and responsive -- or is it sluggish and perfunctory? Are the students going elsewhere for courses? Are they afraid to go to the school at night? Is the facility adequate -- or is it awesome, a threat? These questions and others like them are addressed in the sections that follow.

The study clearly involves overlapping or duplicatory efforts on one hand while, on the other, there are factors bearing on the issues which were not really pursued by any of the student evaluators. For example, the matter of the image of the Plainfield High School, particularly in the context of the safety of personnel attending courses, has probably been touched upon by each of the students within the purviews of their particular segment of the study. By the same token, readers will observe other areas of research which may not have been commented on at all in the study or, if so, only perfunctorily.

It is not the purpose of this group to find fault. Rather, it is our purpose to find opportunities which may bring about an improved climate which will support a more effective program. At the same time, however, it must be recognized that the Advisory Council and the administrator have asked for the study knowing full well that some of its findings may be distasteful. They have said, "Here I am, look me over." They have presented themselves to our para-evaluation team and have asked for a diagnosis. We hope that our findings will be useful and supportive of a long and productive life for the Plainfield Adult School.

Before proceeding further, we would be exceedingly remiss if we failed to comment on the willing assistance and support provided by the Director, his staff and members of the Advisory Council. We have been like flies in the horse barn during July and August. Yet through it all, we have received kindly and courteous treatment as well as accurate and candid answers. All those associated with the Plainfield Adult School are to be commended for their cooperation and forebearance.

Our group is certainly not the first to diagnose an adult education activity. For that reason, we have turned to the advice and experience of others for its possible application to our research. Some of these insights have directed us into particular areas while others have kept us out of blind alleys. Clearly, the diagnostic process is of no little importance to graduate students as the....

> ... adult education graduate students' view of diagnostic competency (is) basic to their work as program developers and education consultants. Diagnosis, to them, is an indispensable tool skill.[1]

The following definition will apply to the overall diagnostic approach taken by this paper:

> Diagnostics is the systematic identification and examination of symptoms of educational problems in order to determine the nature of problems and real needs that are indicated.[2]

With respect to the diagnosis of needs, it has been said that....

> Educational diagnosis of adult needs in a client system provides data about the adequacy of that client system. It attempts to identify difficulties in the way people think, feel, or act that are related to system-goal achievement.[3]

It is the role of the diagnostician to....

> ... seek to identify and analyze the gap between the desired or required state of affairs and the actual state of affairs...[4]

The diagnostic procedure begins with the observation of symptoms such as the decline in enrollment in the Plainfield Adult School.[5] It should then proceed in an organized fashion as has been proposed in the following step sequence:[6]

1) Establish the ground rules
2) Plan the diagnosis
3) Collect data
4) Treat data
5) Report findings

An exemplary study collected data for nine categories of information and compared them with appropriate criteria of adequacy to identify the symptoms of problems most related to the educational programs. The categories for which information was gathered included:[7]

1) Physical facilities currently used or available for educational activities
2) Equipment available for educational use
3) Characteristics and types of the educational programs
4) Educational program planning procedures
5) Educational goals for educational activities
6) Educational leadership and responsibility
7) Participation in educational activities by residents
8) The extent to which educational activities related the residents to the community and the world outside of the home
9) Evaluation of educational activities

The breakout of areas to be diagnosed is not fixed, however, and our group has elected to distribute the duties among the five researchers as indicated in the letter to Superintendent Carpenter (Appendix AA-8). It has been our intent, however, to observe the dictum that

> The rationale for sound diagnostic procedures in adult education seems to rest upon one very basic assumption -- that learning experiences for adults should be designed to meet *real* educational needs.[8]

In fact, the absence of a periodic diagnosis -- even an internally conducted evaluation -- has been cited as one reason for ineffective programs.

> A major reason for the ineffectiveness or failure of adult programs in many instances is either the lack of educational diagnosis or the marginal and unfocused diagnostic activities.[9]

It is to be hoped that the findings of this diagnosis are supportive of the effort to enhance the overall adult school program in Plainfield. But those receiving the report must not expect a total endorsement of every current activity. It was noted with regard to the report on one educational system that ...

> While they recognize that their operation was not as efficient and effective as it should be, they nevertheless felt depressed and overwhelmed by the number of needs which had been identified. [10]

As the level of participation is at issue in this study, it is worthwhile to review some of the factors that contribute to or detract from participation in adult education programs generally. Some of the studies have reported conflicting results, but in any evaluation involving attendance, it is appropriate to review these findings for possible applicability to the case at hand. The following are a series of quotes from a 1958 article by Verner and Newberry which are of interest to the Plainfield situation. [11]

...participation is greater in formal associations from those of higher status while among the lower socio-economic groups, participation is confined almost exclusively to informal personal contacts.

... Studies of both church and non-church related associations show that participation increases with education through the high school level.

... Age influences participation appreciably... young adults of both sexes are generally very poor participants.

Age per se, however, is not a serious barrier to participation...

Migrants to the community are less active participants than residents... Thus, adult education can influence the adjustment of migrants by speeding the process of involvement.

Participation patterns among Negroes closely parallel those of the white race, insofar as status and education influence participation. Among low income poorly educated Negroes, participation is considerably greater than among comparable white levels...

Foreign-born and first generation native-born peoples participate less than those with a longer native heritage.

Within a given county, the lower socio-economic levels are generally less apt to participate; however, there will be considerable variation among counties in this respect.

Since relatively more Negroes are in the lower socio-economic levels and since prejudice would tend to inhibit work with this group, they are less apt to participate in some areas.

Participants in public school adult education tend to come from middle and lower-middle status groups.

The most significant determinant of participation seems to be the amount of earlier formal school experience.

> ... The Cooperative Extension Service and the public schools are attracting larger numbers of those with less education, and of those participating in adult education, these two programs attract the greater number of the less-well educated.
>
> Participation in an organized adult education program decreases with age.
>
> Adult education is primarily a product of an urban culture... accessibility and proximity to educational programs appear to influence participation.
>
> At present, a distinct minority of the adult population is involved and, as a result, *adult education is widening the gap between the educated and the educationally unprivileged* by encouraging the former to continue learning... while the latter group is left in a growing state of maladjustment.
>
> The potential participation in organized programs of adult education is many times the present enrollment.
>
> The present patterns of adult education suit best those who need it least.
>
> Since all agencies are competing, essentially, for the same clientele, it might be wise for these agencies to divide up the population and structure their programs to better meet the needs of those not now involved.
>
> Closer coordination and cooperation among the several agencies involved can make a significant contribution to the expansion of participation.
>
> ... two major goals of adult education are not now being realized: only a minority of the population continue their education into adult life through organized programs; and the ideal of lifelong learning is achieved only for a few.

The 1965 Johnstone and Rivera study showed that the annual rate of participation in adult education was 6%

among those with only a grade-school education, 20% for those who had completed high school, and 38% among those who had been to college.[12] The following additional generalizations were made about the influence of socio-economic factors:

1. The lower classes place less emphasis on the importance of high educational attainment.

2. The average deprived person is interested in education in terms of how useful and practical it can be to him.

3. Although education is widely recognized as an appropriate channel for social mobility, the average lower-class person is less ready than the average middle-class person to engage in continuing education even if tangible economic rewards are at stake.

4. The average lower-class person does not perceive education in terms of personal growth or self-realization, and this may explain why the lower classes are much less ready to turn to adult education for recreational purposes than they are for purposes of vocational advancement.

In 1968, Alan B. Knox observed certain comparisons between the middle-class man and the man with less education in terms of their susceptibility to adult education. He wrote as follows:[13]

> The interests of the *middle class man* are dominated by his career... In his thirties,

> participation in adult education is highest... During middle age (and for the next period in the life cycle), adult education programs are so infrequent that it is difficult to predict what the responses might be.
>
> The interests of the *man with less education* follow a very different pattern... His participation in adult education is far less frequent than his white collar counterpart... The friendship group is far more influential in determining if he will enroll in adult education, as compared with the white collar worker..... While the middle class man learns about available adult education programs from the impersonal mass media, the man with less education depends on personal contact and his friends are not likely to have useful information... Adult education programs designed to reach large numbers of blue collar workers will need to take into account the major ways in which their interests differ substantially from those of the middle class adults who administer, teach in, and enroll in adult education.

Other data of this nature will be presented in succeeding sections. Because of the racial and socio-economic climate in Plainfield, however, it was deemed appropriate to include the foregoing material in this introductory section.

Also by way of providing further background material for the study, it should be recorded here that several base documents are in existence with respect to the philosophy, aims and objectives of the Plainfield Adult School. The "Philosophy of the Plainfield Evening School" has been expressed in writing and is included at Appendix AA-9. This is a rather generalized statement which might be applicable to many, if not most, cities and educational systems serving a diverse population of 46,000 inhabitants. There is little in it of specific reference to the problems, conditions and opportunities that present themselves in Plainfield. Although harmless enough, it is understandably relegated to the distant reaches of the file cabinet and is hardly the creed of those who administer the Adult School.

The functions of the Adult Education Advisory Council have been similarly enumerated and are included at Appendix AA-10. It is clear that this listing has also been prepared more to satisfy a requirement than to set forth specific guidelines for the operation of the Council in the Plainfield environment. More will be said of the Advisory Council in Sections B and G.

A copy of the job description of the Director of Adult and Continuing Education is provided at Appendix AA-11. While the twenty-four specific duties listed are comprehensive enough, this too is a pro-forma document which meets a requirement and has only passing applicability to the real life duties of the Director of the *Plainfield* Adult School.

The research and findings of the five graduate students are set forth in Sections B through F which follow. Each section establishes the problem area, research methods and findings for the issues covered. Recommendations are not included in the separate sections but have been compiled as a joint effort in Section G. The thinking here was that all the students should have a say in the final recommendations rather than making them an individual effort at the end of each section.

References have been developed separately for each section and are listed at the end of the sections rather than as page footnotes. As the sections were prepared individually, it is quite possible that a reference may be listed in more than one section.

The Appendix at the end of the report is keyed to the section which particular items support. Just as the Sections are marked from A to G, the Appendices are marked from AA to GG. Appendix materials are referred to and identified in the textual material they support.

The students who prepared this study are grateful for the advice and counsel of their faculty advisors, Dr. Hamilton Stillwell and Dr. Kathleen Penfield. To the extent that anything worthwhile has evolved, the credit is due to them.

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3. Stubblefield, Harold W. and Roberts, William B. "The Adult Educator as Diagnostician: A Report," Viewpoints, Vol. 49, No. 5 (September, 1973), p. 47.

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5. Atwood, H. Mason. "Diagnostic Procedures in Adult Education," Viewpoints, Vol. 49, No. 5 (September, 1973), p. 2.

6. Stubblefield and Roberts, op. cit., pp. 48-49.

7. Stubblefield, op. cit., pp. 31-32.

8. Atwood, op. cit., p. 1.

9. McKenzie and McKinley, op. cit., p. v.

10. Stubblefield and Roberts, op. cit., p. 55.

11. Verner, Coolie and Newberry, John S. Jr. "The Nature of Adult Participation," Adult Education, Summer 1958.

12. Johnstone, John W.C. and Rivera, Raymon Jr., Volunteers for Learning (Chicago, Ill: Aldine Publishing Co., 1965), pp. 95-97, 236-263.

13. Knox, Alan B., "Interests and Adult Education," Journal of Learning Disabilities, Vol. I, No. 2 (February, 1968).

SECTION B

ADMINISTRATION

It should be noted at the outset that this study can provide only an assessment, not an evaluation, of the Plainfield Adult School. In view of a declining enrollment that the Adult School in Plainfield has experienced, this section will deal with administration.

The study approach was simple and straightforward. I visited the Plainfield Adult Learning Center, observed classes in session and talked with teachers, counselor and clerical staff. The High School, the major location for adult classes, was visited by me both days and evenings. During my visits, I held discussions with the Director, Mr. Charles Carter, and the Assistant Director, Mrs. Jane Flaherty. The Administrators were extremely cooperative in answering my numerous questions and permitting me to observe classes in session.

I would like to state at this time that the Plainfield Adult Education Program is quite complex, particularly from the point of view of a non-resident such as myself. I have attempted to get as clear a picture of the operation from an administrative point of view as possible. This has not been a scientific research, but only a study and a report on the findings; therefore, there may be some areas that are not as complete as others, some charts that are not absolutely correct. It is my hope that the study will increase the awareness of each of you as to the importance of administration if the program of providing Adult Education in Plainfield is to be a success.

There are many aspects of the Adult School which deserve praise. Among them is the concept of such a program and the facilities made available by the Plainfield Board of Education. It is an excellent idea, and has great potential for impact upon the Community. From my own observations and discussions the high school for use as an adult school is centrally located and offers excellent facilities. However, right or wrong, justified or not, if fear exists in the minds of some people in traveling at night, alternate avenues of serving them should be pursued, particularly if there would be no deleterious effect on the present operation.

There appears to be general agreement that people must be involved in planning and that we must increase the general public's awareness that education is a life long process. Too often program efforts are not reaching the people. There must be greater communication and cooperation between public and private agencies. Generally, the Adult Advisory Council serves in an advisory capacity. Its purpose is to assist in helping to determine the direction of the adult school by establishing goals, determining needs, suggesting and helping to implement programs, and assisting with evaluation.

The Adult Advisory Council of Plainfield is to be commended for the interest that it has shown in assisting the Director of Adult Education in offering a viable adult program for the residents of Plainfield.

However, there are some areas of concern. Being involved in two (2) meetings with representatives of the Advisory Council present, subsequent interviews with the Director and Assistant Director of Adult Education on terms of members, agency representation, size of membership, meetings, relationship of non-agency members to Community, etc. I wonder if an indepth study of the Advisory Council might not be of some value in the near future.

THE PLAINFIELD ADULT SCHOOL

The Plainfield Adult School is sponsored by the Plainfield Board of Education with a major portion of its revenues from fees and state and federal grants. All employment procedures, staffing guidelines and requirements established by the Office of Personnel are observed by the Director in filling vacant positions. All deviations from normal policy must be cleared through that office, and all hiring is conditional pending approval by the Board of Education. The Adult School Director is the school's ombudsman for the community; he is responsible for bringing people, resources, agencies and organizations together to create programs to meet the goals of the people based upon their needs and interests. In a very broad sense the Director is responsible for managing his program, including most phases of planning, implementation, evaluation, and control. The above statement is very broad in scope. I will go into detail later in this section. At this point, it is suggested that the reader look quickly at the Organizational Chart of Adult Education (see Appendice BB-1) in Plainfield to get a picture of its size. It may be of value to pay close attention to the section titled "Division of Recreation". It appears inexpedient to have such a separate division in this instance. The control of the entire operation, especially since the responsibility of the facility, staff and students reside in the Director, an employee of the Board of Education, would appear to pave the way for a much smoother operation and would allow for more accountability to the Board of Education, Central Administration, and the public. The Plainfield Division of Recreation, Saturday morning classes for children, a program that I did not look at in any detail since it services only children of Plainfield, appears to have no effect on the Adult School; therefore, no statement of opinion is being offered other than if it is of value to the City, it should be continued as is.

Plainfield High School, which is open for adult classes each Monday, Tuesday and Wednesday from 7:00 p.m. to 10:00 p.m. offers approximately one hundred (100) courses, with classes being almost evenly distributed over the three (3) days. I will attempt here a very simple breakdown of the number of courses by day and by "Sponsor" (for lack of a better term). There is a margin of error, cancellation or combining of courses, switching of nights courses originally offered, etc.

1 - Number of courses being offered
    a) Board of Education - 52
    b) Plainfield Hearing Society - 4
    c) State or Federal Funded - 3
    d) Kean College - 2
    e) Division of Recreation - 33
2 - Number of courses (classes) per night
    a) Monday - 29

b) Tuesday - 31

c) Wednesday - 28

The above figures do not take into account that the State and Federal Funded Programs may, and as I observed, does have, more than one class per program. In addition there are two courses that operate on a different schedule, "Skiing" and "5 Day Plan to Stop Smoking." The Organizational Chart also lists facilities other than the high school. (Appendice BB-1)

The Adult Learning Center, occupying the entire second floor of a building located at 233 East 5th Street (over the Union Tire Company) in Plainfield offers instruction in English as a Second Language, High School Equivalency (English and Spanish) and Adult Basic Education. The Adult Learning Center is sponsored by the Plainfield Board of Education, financed by State and Federal Funds with its services being offered to residents free of charge. The Director of Adult Education is the administrator for all programs housed in this building.

In order to fully understand the complexity of directing a school with more than one program, a modified plan of a Project Management System Information Sheet briefly describes some of the individual programs. (See appendices BB-2-3-4-5) Keep in mind that each separate program requires an equivalent amount of attention on the part of the administration. Every program listed in the Organizational Chart (see appendice BB-1) is similar in many respects to the four (4) individual programs described. (Appendices BB-2-3-4-5)

In any adult program there can be unmet administrative responsibilities due to limited time or inadequate funds. Directors of Adult Education have a variety of responsibilities. Therefore, the establishment of management priorities in relation to administrative time and available funds is an essential part of their role as effective administrators.

In my study of Adult Education in Plainfield, I found that the Director of Adult Education and his Assistant are the only two (2) employed by the Board of Education in an administrative capacity to be responsible for all the programs under its sponsorship for Adult Education. The major facility and the one that this study is primarily concerned with is located at Plainfield High School. It is here that the majority of classes are held. Also located in the high school is the office of the Director and Assistant Director. There appears to be adequate clerical staff at the High School and the Adult Learning Center.

The Adult Education program, that which the Director is responsible for,is in operation for thirteen (13) hours per day, Monday through Thursday and twelve and a half (12 1/2) hours on Fridays with a break between 5:00 p.m. and 6:30 p.m. each day. Considering the time of operation and the fact that there is in excess of one hundred (100) classes and an equal number of professional staff, clerical staff and one (1) volunteer employed in the Adult Educational Programs of Plainfield, I would like to leave the reader with one question and then list some of the roles of a Director of Adult Education: Does the Plainfield Board of Education make provision for sufficient supportive administrative personnel to effectively carry on the Adult Education Program that is in existence today?

The Director of Adult Education appears in many roles as he performs his work. The following is a partial list of some of the more important ones. The statements are very brief and do not cover the individual roles in their entirety.

THE DIRECTOR AS AN ADMINISTRATOR

A director of Adult Education cannot operate a successful program from his office. He must establish a sensitive contact with the people of his community. The over-all climate which he establishes in his working world will determine the measure of his success.

THE DIRECTOR AS A SUPERVISOR

He must be able to walk into a learning-teaching situation and evaluate its effectiveness. In staff meetings he should be able to discuss the problems of his teachers with competence and sensitive understanding.

THE DIRECTOR AS A CURRICULUM-MAKER

The curriculum in adult education should be as comprehensive as the needs of the people. The educational needs of mature people fall in four major catagories: The needs created by their role as (1) citizens, (2) workers, (3) parents and homemakers and, (4) the needs that arise from their desire to enrich their personal lives. Here is where the advisory committee's assistance becomes of inestimable value. One of its major functions is to advise the director with respects to the types of subject matter that should be offered.

THE DIRECTOR AND PUBLIC RELATIONS

It is not enough merely to offer adult education. Adult education must be "sold." The client in adult education is a voluntary consumer. He must have the product brought to his attention. The Director must not overlook the need for interpreting the meaning and purpose of adult education to the Superintendent and the Board of Education.

THE DIRECTOR AS A FISCAL EXPERT

The Director of Adult Education must become familiar with the financial phase of his program operation. Generally, the major areas of concern can be categorized as (1) payroll procedure, (2) equipment and supplies, (3) budget making and administration, (4) use of buildings, (5) fringe benefits.

THE DIRECTOR AS A TRAINER OF STAFF PERSONNEL

The Director of Adult Education must be capable of giving professional training to both his administrative and instructional staff. This training may be pre-service or in-service or both. It should be a continuing activity, with training content geared to the problems that arise daily in the classroom.

THE DIRECTOR AS AN EVALUATOR

The Firector of Adult Education should conduct evaluations co-operatievly with the staff, the advisory committee, the adult students, the board of education and the superintendent. Since the purpose of evaluation is to improve the program, it should be a long-term, continuous process to determine in simple language, "How well is the program doing?"

THE DIRECTOR AS A COMMUNITY LEADER

The Director of Adult Education employed by the board of education must be more than merely an administrator of the public school program. He is, in reality, the de facto leader of all adult education in the city.

In conclusion I would again like to state that my approach was not as an evaluator of the program or personnel, but only to look at the program and present it in the form of a report in order that those involved in Adult Education in Plainfield have something other than an in-house report in order to determine their strengths and weaknesses.

SECTION C

COMMUNITY INTERESTS

OVERVIEW

The purpose of this study was to attempt to ascertain some of the reasons for the decline of the Plainfield Adult School (PAS) enrollment. The focus of this investigation was the residents of Plainfield--those for whom the school exists.

An analysis of participation was made on two levels. The first was an examination of participation in the PAS by residential regions (wards) both in terms of number of students and percent of decline or growth between school year 1970-71 and 1972-73.

The value of examining the residential pattern of participation was demonstrated by Lindenberger and Verner[1]. They found that both distance from the school and socio-economic status affect participation in non-credit courses. Their evaluation of the residential pattern of students of extension courses at the University of British Columbia pointed out that socioeconomic factors appeared to exert greater influence on participation than distance alone. Participation seemed to be a result of an interaction between socioeconomic factors and distance, with the former having primacy when the latter was held constant.

In view of the significance of these factors, an attempt was made in this study to investigate their possible relationship to the PAS enrollment decline. Inasmuch as Plainfield is a relatively small geographic region, the distance factor would probably be minimized. However, the socioeconomic composition of Plainfield is varied enough to permit a meaningful evaluation of the effects of socioeconomic status on PAS participation. This evaluation was simplified because each of Plainfield's four wards is fairly homogeneous as to the socioeconomic status of its residents (see Appendix CC-1).

The analysis of community interest in and knowledge about PAS was conducted via direct telephone contacts with Plainfield residents. Intially, the telephone calls were to be confined to the ward displaying the most consistent and greatest decline in enrollment. Since the pattern of decline by wards was found to be inconsistent and irregular, this was not done. Instead, calls were made to the Plainfield community at large. Residents were selected in a random fashion. A survey questionnaire was used as a guide for the telephone interviews (see Appendix CC-2).

The survey focused on: 1.) the reasons for ex-students' failure to return to the School; 2.) the reasons for Plainfield residents' choice of adult education schools outside of Plainfield, where applicable; 3.) curriculum interests of Plainfield residents; 4.) the convenience of the School in terms of location, class schedule, and the desireability of baby-sitting services; and 5.) an evaluation of the possible role that fear for personal safety was playing in the decline of enrollment.

PARTICIPATION IN PAS BY RESIDENCE

Method

The investigator found the minimum number of registration forms that would have to be drawn from each year to insure a random sample which could be generalized to the population of interest. For 1970-71 the number was 302; for 1971-72, 291; and for 1972-73, 274. Every third or fourth form was drawn from the file, which was set up alphabetically by course title and alphabetically by surname within the courses.

For each randomly selected registration form the address of the registrant was recorded and subsequently translated into the appropriate ward. The total representation of each ward in the PAS student body was found for each year. This was accomplished in three steps. First, the totals for each ward were derived to provide the number of the sampled registrants who resided in each of the four wards, or in a nonresident area. These totals were changed to percents of the grand total of the sample for each year. Lastly, the percents were multiplied by an approximation of the true residential distribution of the population. Comparisons of participation by wards were made using these approximated population figures.

Findings

Table 1 shows the approximated yearly totals for the wards' and nonresidents' participation in the PAS

Table 1
PAS Enrollment by Residence

	Non-residents	Ward 1	Ward 2	Ward 3	Ward 4	Total
1970-71	493	105	336	279	105	1318
1971-72	295	184	279	300	104	1162
1972-73	325	150	224	153	83	935

Using 1970-71 as the base line, the most striking change between years is the large decreases in nonresident students. From 1970-71 to 1971-72, there was a decline of 198 students. Although there was a 30 student increase from the second to the third year, nonresident attendance decreased by 168 students from the first to third year. The next greatest decreases were in Wards 3 and 2 with losses of 126 and 112 respectively between 1970-71 and 1972-73. The pattern of decline in these two wards was very different. Ward 3 actually showed a 21 student increase from the first to second year. However, the following year there was a significant decrease of 147 students. The decline in Ward 2 was steady and consistent.

The only overall increase was registered in Ward 1 with a 45 student increase. Even here, however, the increase was not consistent. There was a 34 student decrease from the second to the third year, or otherwise, there would have been larger overall increase. Participation from Ward 4 was consistently low and steadily declining.

The relative participation of the residential areas is shown in Table 2 by contrasting the percentage of the enrollees by residence for each year.

Table 2
Percent of Students by Residential Area

	Non-residence	Ward 1	Ward 2	Ward 3	Ward 4
1970-71	37.4	8.0	25.5	21.2	8.0
1971-72	25.4	15.8	24.0	25.8	8.9
1972-73	34.8	16.0	23.9	16.4	8.9

When the overall decline in enrollment was controlled, by looking at each year individually, it was possible to detect the residential areas where losses were greater or less than expected. For example, although losses from Ward 2 and Ward 4 increased with each year, these losses were not any greater than the overall losses. The picture for the nonresidents and Ward 3 was much different. Both contributed a fluctuating percent to the yearly totals, and finished the evaluation period with a smaller percent of the enrollments than they began with. Ward 1 was the only residential region that had a significantly higher percent in 1972-73 than it had in 1970-71. This region realized a doubling of its relative participation in the second year. For the third year it maintained its increas, leveling off at the 1971-72 rate.

Table 3 reflects the percent of overall decline from 1970-71 to 1971-72 and 1972-73. More important, it shows the contribution each residential area made to the overall percent of decline.

Table 3
Percent of Enrollment Change From the Total 1970-71 Population for Each Year and Residential Area

	Overall Percent of Decline	Non-resident	Ward 1	Ward 2	Ward 3	Ward 4
1970-71	--	--	--	--	--	--
1971-72	-11.8	-15.0	+6.0	-4.3	+1.6	-0.1
1972-73	-29.0	-12.7	+3.4	-8.5	-9.5	-1.8

The most striking fact revealed by the 1971-72 figures is that the decline in attendance from the nonresident category was greater than the overall decline. Only increases in Ward 1 and Ward 3 prevented a greater overall loss. Similarly, the greatest percent of decline between 1970-71 and 1972-73 was in the nonresident category.

The next largest contribution to the total decline was Ward 3's 33%. The decrease in enrollment in Ward 2 accounted for 29% of the total decline. These losses in attendance were somewhat offset by the 12% increase in Ward 1.

Conclusions

The largest percentage of the decrease in PAS enrollment is attributable to the decline in the number of nonresidents who are attending PAS. The reasons for this decline can only be speculative. But, it seems logical that as more adult educations schools develop, grow, and become better known in the surrounding communities, the number of students from these areas who will attned the PAS will not return to the 1970-71 level, and may well decline further. Emphasis needs to be placed on recruting Plainfield residents to fill the void left by the departure of nonresident students.

The second greatest decline was in Ward 3 attendance. Because the time examined is only three years in duration, it is difficult to ascertain if the significant decline in attendance from this area, between the second and third year, was the result of normal fluctuations in attendance patterns or was indicative of the level of participation which should be expected from this area in the future. Without an in depth analysis of possible population and attitude changes, it is impossible to do more than speculate about reasons for this decline. Interestingly though, Ward 3 is the closest Plainfield area to the South Plainfield Schools. The adult education program conducted in these schools has grown recently, and has had a significant percent of Plainfield residents in their latest classes (see Section F). This may have some relationship to the decline in Ward 3 attendance. The same factors must be taken into consideration when evaluating the less spectacular, but consistent decline in students from Ward 2.

Ward 1 was the only area showing an overall increase in attendance. This could reflect a real and continuing increase in participation, or it could be merely a leveling off from an abnormally low 1970-71 attendance figure.

The PAS participation pattern provided some substantiation for Lindenberger and Verner's theory. Ward 1 and Ward 4 show an interesting contrast. Although both are about equi-distnat from the high school, the patterns of participation in the two wards is quite different. Ward 1 with its higher overall socioeconomic level than Ward 4 sent more students to the PAS. Likewise, Ward 2, which contains some of the newest and most expensive housing areas, had the highest participation rate of any of the Plainfield wards.

The decline in PAS attendance appeared to be pervasive across the city. For this reason, the survey of community interest in the PAS was not limited to any one ward, but was conducted on a city-wide basis.

PAS PHONE SURVEY

Method

A questionnaire was developed to serve as a guide for telephone interviews of randomly selected Plainfield residents. Because of the time limit on this study, it was impossible to contact enough Plainfield residents to make the survey representative of the community as a whole. A total of 60 interviews was completed. Furthermore, the rigorous conditions required for a truly random sample were not met. For example, no attempt was made to follow up no-answer calls past the third call back. There were also numerous refusals, by those contacted, to respond to the survey. Therefore, the results of the survey should only be considered as suggestive.

The Plainfield residents who were to be contacted were chosen at random. The number 18 was randomly selected from a table of random numbers (Edwards)[2]. As this number corresponds to the letter R, the calls were made to Plainfield residents whose surname began with R and were listed in the telephone directory. The calls were made to the residences in the order in which they appeared.

The questionnaire was used as a guide for the telephone interviews. In a few cases, all of the questions were not asked, as they were thought to be inappropriate. For example, if in questionning a person about the courses that would interest him, it was discovered that the person was physically disabled, questions about the convenience of the location of the school and the schedule were not covered.

Findings

Table 4 provides an overview of the results of the interviews.

Table 4
Results of Telephone Interviews

	No. of Respon-dants	Yes	% Yes	No	% No
Did you see this year's publicity material?	60	31	52%	29	48%
Have you ever taken courses offered by PAS?	60	13	22%	47	78%
Have you ever attended courses at other evening schools?	60	6	10%	54	90%
Are there any courses you would like to see offered?	60	10	17%	50	83%
Would college credit make any difference?	60	7	12%	53	88%
Would vocational up-grade credit make any difference?	60	6	10%	54	90%
Is the high school a convenient location?	52	50	96%	2	4%
Would fear prevent you from coming to PAS?	52	14	27%	38	73%

Table 4 (Continued)

	No. of respondants	Yes	% Yes	No	% No
Would other evenings be more convenient?	52	6	12%	46	88%
Would week end classes be more convenient?	52	17	33%	35	67%
Would baby-sitting services be of value?	52	6	12%	46	88%

A large minority (48%) of the total respondants report never having received or seen any of the publicity material for this year's courses at the PAS. In some of these cases, they may have received the material, but never took the time to give it an examination. Among a number of the respondants, there was a total lack of knowledge about the school's existence and function.

A total of 22% of the sample indicated that it had taken courses at the PAS some time in the past. Those who no longer attend courses frequently referred to busier schedules and lack of free time as the reasons for no longer attending classes.

Only 10% of those interviewed had ever attended adult school outside of Plainfield. Interestingly, those who had attended courses at the PAS and those who had attended other adult schools represented separate populations; there was no overlap. Thus, 32% of those contacted indicated that they had attended an adult evening course at some time. Of this group, only a few had any continuing relationship with an adult school. The interest of the majority seemed to focus on a particular course or courses rather than on a continuing process of adult education.

Seventeen percent of the interviewees mentioned courses that they would consider taking, if the PAS would offer them. Ironically, 40% of the recommended courses were already offered by the PAS. Those that were not were primarily of an advanced or specific vocational nature: dog clipping; business administration; institutional feeding procedures; advanced accounting and key punching, etc. Other courses suggested were: introduction to the art masters; art appreciation; and handicrafts, such as weaving.

The majority of those who made no curriculum suggestions did not indicate they believed the PAS curriculum to be ideal. Rather, their responses suggested that they either lacked knowledge as to what courses were already offered, or that they were unable to respond, because prior to the interview they had not thought about taking adult education courses. In either case, they were not prepared to respond meaningfully to the question.

The high school was perceived as an excellent location for the PAS courses. Only two people (4%) believed it was not. Both believed there was a lack of security in the area. They could not suggest a better location however, as they believed that no place was safe in Plainfield.

Similarly, 27% of the respondants responded affirmatively when asked if concerns for their safety would be strong enough to prevent them from attending night courses at the high school. The suggestions about what things could be done to make the area safer were limited. They centered around assigning more security patrols to the area, and providing better lighting. Some respondants indicated that they believed that there was little that could be done to make the area safe. The interviewees who registered this concern were overwhelmingly older women, many of whom were now living alone. The content of their remarks suggested that they have had fears about their safety for several years.

The convenience of the present class schedule was examined. The majority of the respondants indicated either that the present schedule was convenient for them or else that no evening of the week was good, because they were either too busy or just not interested in adult evening courses. However, 11% of the interviewees did indicate that Thursday or Friday, primarily the former, would be more convenient. Almost three times this nimber (31%) expressed an interest in day time classes on week ends. This was true of a number of the individuals who expressed fear of coming to the school at night.

Along with the question of the convenience of the class schedule, another convenience factor, baby-sitting services, was investigated. Only 11% of those interviewed indicated that these services would be of value to them. This low percentage may be at least partially explained by the fact that the majority of the interviewees were middle-aged or older.

Conclusions

There seems to be a lack of knowledge among a number of Plainfield residents about the PAS. This is reflected in the pervasive inability of interviewees to make recommendations about courses they would like to see offered. It was most vivid in those cases where the interviewees had to be enlightened to the fact that adult school was just that---a school for adults. Some of them initially insisted that school was only for children.

Individuals who have had experience with educational opportunities which have gone beyond high school, and have been successful, tend to continue educational experiences, if only for self-fulfillment. Unfortunately, a number of these potential students are not attending the PAS. One possible reason may be that they have been attracted to one of the other adult education schools. Providing some support for this hypothesis is the fact that both South Plainfield and North Plainfield Adult Schools report a significant number of students from Plainfield (see Section F).

Therefore, if enrollment in the PAS is to be increased, it seems necessary to interest and recruit those who might not ordinarily initiate contact with an adult school. One possible method for doing this would seem to be to try to create interest in courses by working with community groups to plan courses for their constituency. For example, contact might be made with church leaders, leaders of civic and social groups to solicit their help in identifying courses that would be of interest to their groups, and to help recruit students for these courses. This approach was used successfully by the Labor Education Center (LEC) at Rutgers University to increase the participation of union members in adult education courses. Specifically, the experimental project examined ways of relating adult education to the labor movement and enrolling workers in adult education courses. For further information, contact Mr. Norman Eiger, Assistant Director of Labor Education Center, Rutgers University.

He has indicated a willingness and interest in providing assistance to the PAS if requested. As a result of their experiences, the LEC has published two manuals which are free for the asking. The first is a report on the experimental project itself. The second gives advice on how to put together such a project.

The curriculum does not seem to be deficient. Comparisons with other adult education schools indicate that it is at least as complete and comprehensive as that of the other schools. However, the relevancy of the curriculum to the various segments of the Plainfield community is uncertain. The preceding suggestion implies an approach that would be useful in this area. The problem of relevancy could be greatly diminished if the various community groups were brought into the process of shaping a curriculum that would be meaningful for them.

The PAS does not seem to suffer from an image problem. The high school, for example, was perceived, by the respondants, to be a gighly convenient and logical place to conduct adult education courses. On the other hand, only a small percentage of the sample thought that it would make any difference to them if the PAS courses carried college credit or were approved for up-grade training by the local labor groups.

There is a significant minority (27%) of the Plainfield population which is reluctant to venture outside at night for fear of physical violence. However, this fear does not appear to be a primary factor in the decline of enrollment over the three year period of study. Very few of those who fear coming to the School at night have ever attended any PAS courses. Also, their fear seems to be of relatively long duration.

There seems to be little that can be done, at this time, to eliminate, or even greatly diminish their fears. However, the institution of certain security measures, such as increased lighting in the parking area, and the employment of a security guard or increased police patrols might be effective in decreasing the fears of those who do have some mild to moderate concerns about the safety of the area. It would be imperative, however, that these additions be presented to the public in a quiet, low-profile manner. It is important to avoid giving the impression that the situation is worse than it actually is. The message should be that these measures have been taken to prevent problems, rather than to deal with problems that already exist.

The possibility of having several classes during the day on week ends should be considered. It certainly wouldn't seem wise to rush into this schedule change, but an evaluation of the idea would seem possible by offering one or two moderately or highly successful past courses on Saturday, and comparing the registration and attendance figures from the earlier classes with the Saturday class. Also, if contact is made with various community groups, their thinking and desires about meeting times would be immediately available.

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SECTION D

INSTRUCTIONAL NEEDS

In order to ascertain the broad instructional needs of the Plainfield Adult School students, I visited the school during class hours and conducted teacher interviews. The questions which I asked concerned three main areas: why there is a dropout problem, ways to curb this problem, and program alternatives.

TEACHER INTERVIEWS

I interviewed 7 females and 9 males for a total of 16 teachers. Five teachers had been teaching three or more years for Plainfield and eight had been teaching for less than three years (not including three Recreation Division teachers who were interviewed).

The Questions

The questions which I asked were as follows: Have you noticed a decline in the number of students enrolled in the Adult School? Do you have any idea why there are fewer students? In talking with colleagues and different students do you hear them speak about being afraid to be in this area at night? Are there any reasons why the area has this image? Are the students you have now likely to return another session?

Do you enjoy teaching your students in this building? Does the location suit you? Are there any other buildings or locations where you think the Adult School could hold classes more successfully?

Do you think Plainfield should try to keep its own school? What about co-sponsoring classes with another area adult school (e.g. North Plainfield, Scotch Plains, etc.)?

The Comments

To begin with, everyone had noticed the decline in students, especially during the Spring Session. All of the teachers felt that the Plainfield High School was the best location and that Plainfield should try to keep its school going, no matter what. About half of the teachers reported that their students returned for more courses. Here are quotes from parts of the conversations dealing with specific areas of concern. Note that some of these areas went outside of my original questions.

Reasons for falling enrollment:

"People start courses but other problems take precedent."

"New schools such as Union County Vocational and Technical could be draining off students."

"Plainfield needs to expand offerings...also students can't go on to advanced courses."

"At first I thought the energy crises was the reason, now I think the spring term is the reason."

One teacher had the interesting theory that the present enrollments are mostly repeats to the adult school, and that the school has exhausted its supply of interested middle-aged persons.

"There is no boost for trades or vocational education courses."

"People are more leisure oriented and may not wish to study."

"Courses here are getting to be "old hat", other schools which started two years ago have the same courses but they seem 'new'. Also families moving into Plainfield are headed by parents who both work and they may find it hard to attend classes at night."

"We once got people from nearby communities such as South Plainfield, but now that they have their own school, we no longer have students from there."

"The school's brochures were sent out just when the energy crisis broke loose. There was a lapse between the time brochures went out and when people received them, also classes started later this year."

"Our severe winters may discourage people from coming out."

The need for courses geared to younger persons

Some teachers expressed the desire that the school do something to attract younger adults. One comment was:

"Classes are not geared toward younger people; there are not enough credit courses and no credit for courses such as those in business."

The suitability of the high school as the location for the adult school

Most of the teachers felt that the high school was centraly located, and therefore the best location. Also frequent references were made to the excellent parking facilities. Other statements I received were:

> "Some adults may not care to attend classes in the same building where their children attend classes."
>
> "Some adults may prefer a more informal atmosphere."
>
> "Adults should see and use the school where their child attends."

Weekend workshops as a different means of serving adults

Weekend workshops are additional program efforts that could reach adults who cannot come in the evenings. They are also useful for non-credit courses, short courses and public information activities. Workshops could be held one or several Saturdays in succession, for example:

Course: Basic Self Defense for Women 5 sessions 2hours
12-3 p.m.

One day public information activity (with speakers, literature, etc.)for parents of handicapped children

Course: Simple Household Repairs 2 sessins 1½ hours

Here are the comments I received:

> "Workshops would be good. We do it for teachers, why not for adult students?"
>
> "Weekend workshops are desireable, there would be more time for class work."
>
> "Offering college courses would be an incentive for those who chose to come on weekends."

For ealier hours or two shifts per night

"If classes were started earlier, students would rush to class and the whole evening would not be committed to school."

"If the time were changed to 8 - 9:30 (p.m.) it might be easier for people to get here."

For rooms students can use for study outside of class hours

"More specialized facilities should be made available such as Language Labs."

"It would be nice to have rooms open for students to practice and study in...make the facilities available and some students may learn on their own."

"In night school, most people are not used to learning on their own (outside of class), they need to be able to meet with fellow classmates."

The need for certificates and recognition

"There are no general certificates and no 'Recognition Program' at the end of the semester --people want to feel like part of a team."

"In skill courses there is no immediate reinforcement (to show progress), advanced students work harder because they are going to work for a company."

Co-sponsorship with another community

By co-sponsorship I am referring to either one of the following: Plainfield could, along with another adult school sponsor courses in more than one location; or Plainfield could co-sponsor one adult school with another community. These are some of the responses I received:

"It would be good for Plainfield to try this."

"This could not help much at night (concerning several locations in strategic areas) because people can get a family member to drop them off (at school). It would be good in the daytime however."

"This should be done only if the other school is having the same problem -- and only to survive."

"Combine efforts only if there are enough persons to warrant this."

"This might work especially if we could offer the use of certain facilities which the other community does not have."

Unsafeness as a myth or as a reality

"The older students tend to think its not safe anywhere."

"Safeness of the area may be a problem with getting teachers here, but not students."

"People discuss this but is not really true - they read articles in the paper which make them afraid."

"Students get upset about walking to their cars in our poorly lit parking lot." (Several teachers expressed the same sentiment).

MEETING INSTRUCTIONAL NEEDS

In trying to plan a program to span most adult interests, attention must be given to the changing concerns of the adult through his lifespan. Young adults are concerned about their careers and families. Leisure, social and civic activities are mostly the concerns of middle-aged adults, and they share concerns about health with older adults.[1] Program planners must also take into account the psychological needs of the individual adult.[2] I have listed them here with the implications for planning:

Physical	break periods, comfortable chairs, good acoustics
Security	reinforcement, well lit halls and grounds
New Experiences	this could mean field trips, hearing pop-

speakers and variety in class format

Affection	informal discussion between students and their peers and also their teachers; atmosphere of warmth
Recognition	progress charts, credits, certificates

A. H. Maslow has given us a hierarchy of needs which are similar to those above. He believes that the lower needs must be satisfied before the higher needs can be met. They are, starting with the most important (lower needs): physiological or survival needs; safety needs; love, affection and belongingness needs; esteem needs, and the need for self-actualization.[3] These are the foundations of planning.

How well has the Plainfield Adult School met these needs? The school has met all of these needs, although some to a lesser extent than others. Every area could be enhanced. Part of the responsibility for satisfying these needs rests with the teachers. They, along with the administrators must find ways of bringing creative, supportive and stimulating experiences to the students. I am sure the Plainfield Adult School wants to find ways to keep its students but it must also try to attract new students. Perhaps the discussion above and the conclusions below can give us clues for direction.

CONCLUSIONS

Students need more motivation and more stimulation from their class and school experiences.

Besides the three nights per week, day hours and weekends could be utilized to service more people.

The high school is centrally located and contains more than adequate facilities. The public should be made more aware of its best features.

One reason for the lack of students could be the belief that the area is unsafe. The public should be informed of the relative safeness of the area and the school's security measures for its students.

Another reason for the decline of students is the establishment of new adult schools in areas which once had their citizens going to Plainfield.

Rooms are needed where students can study and mingle with each other.

It is desired that advanced courses be offered at least once a year.

Students should feel successful to some degree. This responsibility should be shared by the teachers and the school. Appendix DD-1 is an example of a teacher-made certificate. Such a certificate could be a standard offering by the school.

Students should be informed of the school's policy. (For example on attendance, several teachers made reference to what is expressed in this comment by one teacher: "The school does not make it clear whether it is o.k. to drop out (briefly) and come back. The idea is that this is an on-going school."

Even though the high school is considered the ideal location, the Plainfield Adult School should not rule out the possibility of offering its services in other locations. And even though the facilities are modern, it should consider adapting certain areas and equipment for adult use.

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SECTION E

STUDENT ATTITUDES

STATEMENT OF ANALYSIS

From the beginning of this project, I had the idea that it would be interesting to survey the attitudes and feelings of the students enrolled in the program. I also felt it was important to survey students who had dropped out of the program because their opinions may have some value in the overall determination of the study. We began by randomly selecting from the fall 1973 registration forms the names of 25 people who did not attend the last 3 to 5 classes of their course. We took at least one name from almost every course that was offered. We also selected at random the names of 25 students who remained thoroughout the course as an active student.

After compiling this list, we decided to send a short letter to each of these individuals selected notifying them that we would be contacting them by telephone in the next few days. We used stationary from the extention division of Rutgers University.

The letter consisted of the following:

Dear Student:

We are evaluating the Plainfield Adult School and request your cooperation. During the next few days we plan to telephone you in order to obtain the information we need.

The few minutes necessary will be greatly appreciated and may be helpful to the future of the Adult School.

William Castellani
Evaluation Team Member

Within the next week, I was able to contact by telephone 48 of the 50 individuals that we attempted to reach. The conversation was structured in a specific way so as to provide everyone with the same information. We began by indicating who we were and stating that we sent a letter a few days ago, and asked if they had received it. They all answered in the affirmative and this helped to make them feel somewhat more comfortable, because they were expecting us. We then began by explaining that we were attempting to obtain any information which might be helpful to the Adult School and that Rutgers University was doing this survey as a service for the Adult School. We also stated that the Adult School was aware of the survey and was a cooperative part of it. We then asked if they were a drop-out, "what was their reason for not attending their last several classes?". Sometimes that needed help in defining what we meant by our question so we then asked, "was it a personal thing or was it something that had to do with the school?", and this usually prompted a response.

With the individuals that were not dropouts, we also explained our purpose in calling and then indicated that we wanted to know if there were any critical comments they wanted to make about the Adult School. Again, at times we had to help formulate their answers in terms of themselves or the school.

This telephone survey turned out to be as interesting, if not more so, than I had anticipated it would be. No one refused to discuss the situation with us at all. Most of the people were very candid and sounded relaxed in their responses. Apparently it was a good idea that we had sent the letter notifying them that they would be contacted.

Interestingly, not one person that I contacted had anything negative to say about the Adult School. They all, or most of them, thought that the concept of an Adult School was very beneficial to the community and should be continued. Most of them also marveled at the very extensive and wonderful physical plant in the high school. Some of students kept me on the telephone up to ten minutes in conversation describing what they felt was wrong or offering some very interesting and positive suggestions for improvement. One of the interesting things I've found out in talking with these people was that many of them were concerned about their security in the parking lot. Many stated that it was dark out there and they would be unable to see someone who might be an attacker. They also described that sometimes it was a far walk to get into an open door in order to enter the building. At other times, a nearby door would be open but this was not the case consistently and this concern was expressed. The other interesting thing is that while many of these people, approximately 80% of them, described security as a concern of theirs not one of them stated that this would be a reason for them not attending the school at a later date if there was a course offered that thet would like to take. Many expressed the feeling that we know what kind of community we live in and we have to live with it and take our chances. They did state that better lighting and a policeman or a guard, at least standing there, would be a deterrent to anyone attempting to attack someone in the parking lot.

I feel it important and interesting to mention some of the individual responses that I received from people and will mention. An individual that took the dancing class indicated that the room was too small for groups and that the teacher seemed uncertain in her approach. She would take another course at the Adult School if something was offered that pleased her. Another individual, a salesman, was away from home much of the time and was unable to attend his classes so his reason for dropping out was his inability to be there as frequently as he would have liked to have been. This person had an interesting comment about public relations in that he felt that the school was not promoted enough in the community. He thought that perhaps a more business-like approach could be used in that members in the community such as ministers, rabbis, priests, chair people of various communities such as the Heart Fund, and other community agencies should provide this information to these various agencies or groups that they speak before and attempt to educate people to the fact that the community has an active ongoing program. This individual also indicated another interesting suggestion that he felt that there was very little opportunity to talk to the other students who attended the Adult School. He had very little time to mingle with his fellow students in the photography class, but was able to meet some of them. He did, however, suggest that there be a break during the classes of perhaps 10 or 15 minutes in order to give people an opportunity to meet and chat in a coffee room type of set-up. He felt that all students taking a break and mingling together might provide some socialization which they otherwise are not able to enter into.

Several women dropped out because they were pregant or unable to obtain babysitters. Another who was unable to get there because she has an elderly mother at home and could not leave her all the time described the ladies room "as a shambles". She stated that the bowls or seats on the toilets were sometimes cracked or broken and that graffitti of all types on the walls, floors, and ceilings of the ladies room. Obviously this was an elderly woman who was somewhat shocked and outraged at this kind of thing and felt that the parents of the students should be made responsible for payment of the damaged property. However, she also indicated that if another course that she liked was offered she would attempt to take the course. Interestingly, after speaking with this woman, later on I questioned other students, specifically ladies, about the problem of the restrooms and no one else seemed to consider this a problem or express any concern about it except to say it wasn't very nice.

The woman who took the automechanics course with her husband found the class very boring and slow moving. They felt that the instructor was ill-prepared, was talking down to the class, and was very repetitive. When questioned whether or not this was necessary due to the type of students in the class she indicated that this was probably not so because everyone in the class appeared to be fairly intelligent and able to grasp what the instructor was attempting to get across and apparently her feelings also shared by some of the other students in the class. She had the experience of taking another course with her husband prior to the mechanics course which they enjoyed very much and are planning to attend again at another time. Her only other comment was that she would not attend classes alone at the school because of her fear of being attacked in the parking lot. She came with her husband and felt secure and safe with him.

Approximately 5 to 6 people expressed concern over the fact that there were 18 or over enrolled in the class they were attending at the time. They felt that this was too many people and that they did not not receive enough individual attention from the instructor with such a large group. This comment came from people who were enrolled in different courses. In relation to the security problem mentioned about the parking lot, approximately 8 or 9 people also mentioned about the fact that there were young people in the school building standing or walking up and down the hallways. Apparently these young people had no purpose in being in the school and were viewed somewhat fearfully by the individuals who mentioned this. They felt that someone should either ask them to leave the building or ask them to stop running up and down the halls.

One girl in particular mentioned that she enrolled in the basic english course because she was attempting to brush-up on her grammar so she could enter college. But she quickly found that the content of the course was not what was described in the catalog and so she dropped out.

To several of these people that expressed particular problems, I gently asked them whether or not they had stated any of their opinions or views to anyone including the instructor of the school. None of them answered in the affirmative. Several stated "yes, I guess we should have talked to someone about this problem or attempted to do something about it", but none actually went ahead. There seemed to be some introspective on their part after we discussed this particualr point. I got the feeling that people were so used to being told what to do in a school situation that there was little initiation felt on their part in terms of making any changes.

. No one surveyed seemed to feel that new Adult Schools in the area was a threat in anyway to the Plainfield Adult School. They felt, and I was surprised by this, a relatively strong sense of attachment to the community. Now whether or not the group surveyed represents the whole community certainly is not known. But this feeling was rather surprising to me and most people indicated that they would rather go to their own local school then to go out of the community unless there was a particular course that was offered somewhere else.

CONCLUSIONS

In reference to the questions asked, everyone surveyed indicated that they liked the concept of an Adult School and supported it. Many expressed fear or concern about their safety and security leaving and entering the parking lot. However, they also stated that they would continue to be active as a student in the Adult School provided circumstances remained the same. They did indicate they would like to see either an improvement in lighting or a policeman or guard of some type stationed outside in order to insure their safety to a greater extent. Most people were very candid and willing to talk about the Adult School and a few even remarked that it was a credit to the school itself that they were undertaking a survey of this type. No one registered any concerns about registering or being able to talk with someone from the administration about problems. Of course they also mentioned that they didn't present any of their ideas about the school to anyone either. Even the man with the coffee break suggestion never mentioned it to anyone but kept it to himself. As a conclusion that I can infer after speaking with these people on the telephone, it seems that at least a certain group of people generally like the Adult School and the way it is functioning except for the problems expressed. I noticed some community spirit and pride and recognition of the problems but unwillingness to deal with them.

In terms of evaluating my own work as part of this project, I've attempted to keep it as objective as possible and was happy to follow Dr. StillWell's suggestion that the letter precede the telephone call. I can only infer that all of the comments that I received from these people were true and candid. Experience in talking with people and interviewing them supports my conclusions.

Hopefully this individualized report coupled with the others will provide the committee with the information that it seeks.

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SECTION F

COMPETITION, CURRICULUM AND MARKETING

The inhabitants of Plainfield suffer from no shortage of adult education opportunities in terms of numbers of courses and activities offered them. Furthermore, the Plainfield Adult School is far from having a corner on the market as principal provider of these adult-oriented courses. Residents may choose from the multitude of offerings of both the public and private sectors in their own community as well as those of a number of contiguous and/or otherwise neighboring communities in this densely populated region. Whether or not the available courses are responsive to real or perceived needs is another question (see Section C), but there is no question that there are a variety of eager and competing educational activities with which one may cast his lot.

It has been the purpose of this phase of the study to gain some insight into the competition, curriculum and marketing aspects of the overall administration of the Plainfield Adult School to determine if specific actions and/or shifts in policy may be necessary. If it is to be said that the community of Plainfield fulfills its obligations to adults by merely offering a useful, balanced, conventional and properly administered program at low cost, then there is little reason for this study -- for Plainfield in fact offers such a program. But if one is curious about the significant decline in enrollment; if one is concerned about truly meeting the educational needs *of* Plainfield *in* Plainfield; if one questions the need for participation by Plainfield residents in *other* programs; if one is convinced of the need for an ongoing and strengthened role for adult education in the community -- then it is appropriate to search for the facts, to seek out the reasons for these facts, and then to formulate a corrective course of action, feasible of attainment, which will move toward the desired objective.

As a means of assembling information which might lead to these facts, it was determined that interviews should be conducted with the directors of representative adult education programs both within and outside of the geographic limits of Plainfield. What kind of experience are other programs having? Are their enrollments up or down? What courses are they offering? Why are they successful or unsuccessful? Are their programs attracting Plainfield residents -- and why? The interview format was basically standardized (see Appendix FF-1) but was modified according to the peculiarities of particular institutions when necessary. From these interviews, it was intended to catalog the findings and draw conclusions which might be applied to the Plainfield Adult School with a view toward its general upgrading and enhancement.

While the interviewees were all cooperative, it is clear that these activities are quite competitive and the responses were more general than specific. Directors are understandably concerned for their own programs and while they are intellectually interested in the advancement of adult education as a whole, their greater concern is with the improvement and continued success of their own programs. A director in central New Jersey can be most genuine and candid in his comments when the point of comparison is several states away. But when local householders receive the brochures of a half dozen educational activities and are aware of the presence of others -- and when the measure of an administrator's success is to some degree based on his percentage of increased participation -- it is understandable that these administrators for the most part are more interested in maintaining and even increasing the numbers of their students who are Plainfield residents.

The balance of this section will address, in turn, the subjects of competition, curriculum and marketing as they were developed by the interviews.

COMPETITION

Interviews were conducted during March and April 1974 with the directors of adult and continuing education programs of three categories: community public school systems; county-wide systems; and community service activities with a religious or membership base. As the number of such activities ranges into the several dozens when one considers the various church and community service groups and as the radius from Plainfield is increased, the following were selected as representative of their categories and interviews were conducted with the respective directors:

1. Community Public School Systems
   a. Plainfield
   b. North Plainfield
   c. South Plainfield
   d. Piscataway
   e. Scotch Plains
2. County-wide Systems
   a. Union County Technical Institute
   b. Union College (Plainfield Campus)

3. Community Service Activities
    a. Plainfield YMCA
    b. Plainfield YWCA
    c. Plainfield Jewish Community Center

In the narrative that follows, the specific sources of points of information are usually not divulged. The reason for this stems from the practical necessity of the various directors to work comfortably together and it would certainly be contrary to the purposes of this study if the basis for any ongoing antagonism or animosity were established here. Further, a number of the responses were given in confidence. So while this presentation may not abide with generally accepted procedures for the treatment of data, there is the probability that the conclusions are worthy of greater credibility than if more conventional practices had been followed. The following presentation generally adheres to the sequence of the questionnaire at Appendix FF-1.

Advisory Councils

In one form or another, all of the interviewed activities have some sort of advisory or consultative group. Their general purpose is to ascertain and reflect the needs and desires of their potential clientele, to promote participation and to oversee the conduct and administration of the educational activity. In most cases, the advisory councils were reported as weak in their fulfillment of most or all of these responsibilities. While there may be an infrequent burst of enthusiasm, this is usually reactive to some sort of situation or problem rather than being an ongoing activity. Most advisory councils meet on a monthly basis and simply pass judgment on matters placed before them. The assessment of needs function is usually based on personal preferences, hunches or one-party contacts. Little is done in the sense of encouraging community participation by way of contacts and other group affiliations by the council members. The typical council has one or two 'spark-plugs' who tend to individually provide most of whatever service is performed. In general terms, the advisory council concept sounds good and can be highly effective -- but too often it is not. However, one point is clear -- when an advisory council is comprised of capable and active people whose influence extends into every group and activity in the community, their capacity to favorably impact on the adult education program is of major importance. The School Board, the Administration and the Director can make things happen -- but they are no match for a determined and motivated advisory council comprised of able and knowledgeable citizens.

Determination of Needs and Desires

The Advisory Council, instructors, students and the staff are all sources of information as to the needs and desires of the community. Surveys to segments of the public and questionnaires to present students, the latter far more frequently than the former, are also used. Several schools ask applcants to express their interests on the registration form. The directors also carefully examine the course offerings of other adult education programs for ideas that they might have overlooked. There are also occasional meetings of area directors where an interchange of information takes place. A primary predictor of needs stems from current and recent registrations -- if courses fill, there is an evident need; if they don't fill, the need may be minimal. The more adventuresome directors 'test the water' frequently by offering new courses in the hope of filling hitherto unrecognized needs. In general, the assessment of needs and desires is a good deal more 'practical' than it is scientific or methodalogical.

Clientele Preferences

While a more detailed treatment of curriculum in the next sub-section will address course offerings, the following is a listing in rank-order of courses offered among 923 courses analyzed and which are open to Plainfield residents.

Course Category	Number Offered	Percentage of Total
Sports; Physical Fitness	174	18.9
Hobbies; Special Interests	146	15.8
Special Programs	146	15.8
Vocational/Technical	128	13.9
Home Skills	93	10.1
Office Skills	71	7.7
Foreign Languages	55	6.0
Music	46	5.0
English and English Related	36	3.9
Miscellaneous Academic	28	3.0
	923	100.0

New Courses

With respect to new course offerings, the adult schools tend to fall into the category of either 'pioneer' or 'follower' -- Plainfield is a follower. Some directors attempt to increase participation by offering new and unique courses each year to bring back present students and to attract newcomers. Furthermore, directors have found another way to keep present students is to offer a progression or follow-on to courses in which they are currently enrolled. Other directors offer the same courses year in and year out, dropping those which no longer generate interest and adopting only those new courses which have proved successful in other schools. A comparison of the Plainfield course offerings for the 1968 Spring Session with the 1974 Spring Session is reported in the next subsection.

Unique Scheduling

Adult courses are typically offered one night a week for ten weeks. Certainly this is not the only formula that will attract or serve clientele. The following represent some of the departures from typical scheduling that have been found successful for some of the directors interviewed.

1. Daytime classes. Classes during the normal working day have had appeal to mothers of school age children, to shift workers who cannot or do not care to attend school during the evening, to senior citizens and to the physically handicapped. This scheduling is also responsive to the needs of those who are fearful of being on the streets at night. A problem that develops, however, is the availability of classroom space and instructors during the school day.

2. Saturday classes. Some interest, particularly in the vocational and technical areas, has been expressed for Saturday classes. This scheduling appeals to the Monday through Friday worker who cannot or does not care to take on additional commitments during the work day.

3. Accelerated Classes. Several schools have attempted to satisfy those who prefer a more concentrated grouping of class hours in preference to the typical ten week session. Various formulas from half day to full day Saturday sessions over a 2-5 week period have been tried with varying degrees of success. Another approach is simply a shorter session of six to eight weeks and fewer classes. Much depends on the nature of the course, the vocational and technical area seeming to be best suited to the longer class periods.

Outside Classes

In some cases, directors have been required to hold all classes in Board of Education facilities to better guarantee control and to ensure that the program is truly open to the public. Other directors have no such prohibition and have successfully held classes off the school premises. In some cases, hospitals or other public institutions have been the site of classes. Still other directors have solicited business and industry for their particular needs with a view to holding classes on their premises. This approach has met with success in several instances, particularly in the case of larger companies and/or where industries have recently moved into the area and have multiple training needs.

Course Completions

Directors report that from 50% to 85% of their students complete the courses for which they have enrolled and paid the fee. None of the directors gave exact percentages but 60% was the most frequently reported figure. (Also interesting to note is the number of courses offered in the brochure that are not actually taught; the most frequently cited figure of offered courses failing to fill was 25%.) None of the directors had catalogued precise reasons for students not completing courses but offered the following as the reasons most frequently given (but not in any order):

1. Course wasn't what they expected
2. Didn't like course or instructor or fellow students
3. Felt unqualified for course
4. Sickness of self or family member
5. Changed working hours
6. Didn't feel a need for balance of course
7. 'Personal' reasons

Instructors; Recruiting and Payment

None of the directors reported any difficulty in locating well qualified instructors for most subjects. Practically all of the directors stated that they maintain a file of instructor-applicants and have more than they will ever need. There are several courses that require highly specialized instructors and in these cases, directors frequently coordinate with neighboring directors and often use the same instructor. The directors reported that some of the instructors teach in several systems and so earn all or a significant portion of their total income in this manner. Several directors quite strongly emphasized the critical role that instructors play in enhancing the overall reputation of their schools. A number of students 'take instructors' rather than courses and some instructors have a following for any course they teach. While the selection process is generally informal, emphasis is placed on the personality of the instructor and the likelihood that he will appeal to his students. Since much of the next semester's enrollment will be comprised of this semester's students, directors are aware of the importance of gaining currently satisfied students who will enroll for follow-on courses.

With regard to payment formulas, there are as many as there are schools. While precise figures were not obtained, most hourly rates range from $7 to $15 with the average between $8 and $10. Other than in several cases where an instructor teaches for no fee whatever, the payments ranged from a low of $3.00 per hour to a high of $20.00 per hour. All of the directors emphasized that more important than the basic fee scale is the principle of flexibility. They all strongly felt the need to be able to negotiate and settle on a fee that would ensure the best qualified instructors. Most directors have been granted this prerogative within overall budget constraints; others require an approval for rates above standard.

Shared Educational Responsibility

This heading refers to the relationship between the Plainfield Board of Education and the Plainfield Division of Recreation with respect to adult education courses. In the Spring 1974 brochure of adult education courses offered in Plainfield, 61 were listed under the Board of Education and 33 under the Division of Recreation. The Board of Education courses included many in a sports or recreation category while the Division of Recreation included such courses as Astrology, Contract Bridge, Income Taxes, Oil Painting and Stocks and Bonds. This situation appears to be unique to Plainfield in the area and no other directors reported a similar division of responsibility and authority. While it is doubtful that any part of the declining enrollment can be specifically attributed to this relationship, it is clearly a questionable management technique and can only serve to weaken the overall administration of the adult education program.

Brochures

The brochure represents a major adult school expenditure and plays an important part in informing the community of course offerings and inducing adults to participate. A 'good' brochure usually costs more than a mediocre brochure and a wide mailing clearly costs more than a limited mailing. Yet in a very real sense, there is a close correlation between the quality and circulation of brochures and adult school enrollments. Plainfield currently prepares some 23,000 brochures each semester and mails out approximately 20,000. 19,000 go to Plainfield households and another 1,000 go to former students residing outside of Plainfield or in response to requests from outside Plainfield. South Plainfield, with just half the population of Plainfield, and about five times the Adult School enrollment, prints 40,000 brochures per semester. 36,000 are mailed out to South Plainfield households and the surrounding communities. Clearly, the larger percentage is directed to households outside of South Plainfield. Interestingly, the travel directions in the brochure to the South Plainfield schools all assume a Plainfield starting point, an undisguised indication that South Plainfield is actively seeking Plainfield residents as students (see Appendix FF-2). In this respect, it should be noted that the South Plainfield Adult School did not even exist three years ago. Now it is one of the larger adult schools in the state. It does not require a separate study to ascertain that a sizeable segment of Plainfield's declining enrollment has moved into the South Plainfield Adult School. This includes South Plainfield residents who formerly attended the Plainfield Adult School and who have now returned to South Plainfield to attend their own adult school. While it is not the purpose of this section to analyze where the lost Plainfield enrollees have gone, it can also be noted here that Plainfield residents comprised 13% of the North Plainfield Adult School enrollment during the Spring 1974 semester. Although brochure circulation is certainly not the only factor in these shifts, it is still one of importance.

The thirteen Plainfield Adult School brochures from the Spring 1968 session through the Spring 1974 session were reviewed for this study. While the information as to changes in course offerings is covered in the next subsection, the physical changes in the brochure are commented on here. The Spring 1968 brochure consisted of 24 pages and measured 9 inches by 4 inches. The Spring 1974 brochure consists of 24 pages and measures 10 inches by 4 inches. The inside format remains essentially the same and the same printing style has been followed throughout. Over the 6 year period, the index has moved from the back of the booklet to the front. The 13 consecutive brochures reviewed bear 7 cover variations, if ink color changes are disregarded. The most visible change in the brochure was its 1/2 inch increased length in the Fall of 1970 and another 1/2 inch in the Fall of 1971. It is obvious that the brochure has been prepared for the printer each semester by simply striking out the courses no longer offered and adding the new offerings.

The foregoing notwithstanding, the Plainfield brochure is nevertheless functional and comparable in quality and presentation to others in this area. Most of the other Adult Schools, however, have gone to a 5½" by 8½" or 8½" by 11" format. Also, several of the other schools have one or two institutional advertisements on the inside covers which help to defray expenses and permit a better brochure for the Adult School's investment.

Advertising

All of the directors interviewed consider their brochure to be their principal advertising tool. Several have placed paid radio commercials with undetermined, but believed to be minimal, results. Most place one or two paid newspaper ads each semester. Most seek out 'free' advertising by way of periodic releases to radio stations and local newspapers. While Plainfield does not generally follow the latter procedure, other schools have found it to be effective advertising. Some directors have had favorable reactions to displays and posters placed in various public and commercial establishments. One Adult School conducts a well publicized bi-annual Open House and has found this to be an effective advertising tool. Other aspects of this subject are included in the final sub-section under the heading MARKETING.

Competition Generally

Most directors confide that adult education is a 'numbers game' and the competition is 'cut-throat' -- that is, not for themselves, but for most of the *other* directors in the area. On one hand, they claim to concentrate on participation in their own community -- but they're also willing to provide their services to other area residents if they want them -- and they send them a brochure to help them make that decision. The Directors and their Adult Schools range from highly aggressive to only mildly aggressive -- with the emphasis decidedly on the more aggressive end of the range. Mr. Carter and the Plainfield Adult School do not qualify for the 'Aggressive' label. While one may question the wisdom of measuring the success of an adult program based on its aggressiveness, it is evident in this area that the *administration* of adult education must be an aggressive activity if the school is to flourish.

Competition with Civic Groups

Both the Jewish Community Center and YWCA have effective adult education programs in Plainfield. These two groups alone offered 102 courses during the 1974 spring semester. Their courses are well-conceived, well-executed and well-attended. They *are* competition by any definition as the vast majority of their courses are not religious in nature but are comparable with many of the Plainfield Adult School offerings. Mr. Carter serves on the YWCA Steering Committee for a series of meetings entitled "Work: Myths, Realities, Possibilities". In this sense, there is a cooperative relationship between the Adult School and the YWCA -- probably more so than with other adult education activities.

SES and/or Mobility

No respondent felt qualified to comment substantively in this area. Section C addresses the issue as it applies to this study.

Enrollment Trends

Except for Plainfield and Scotch Plains, all adult schools contacted reported an increasing enrollment. At the same time, however, most expressed concern that this year's rate of increase was less than expected and less than for previous years. Most speculated that the 'energy crisis' and its fuel shortage were responsible for the downward shift. Several schools delayed their starting dates because of the fuel shortage and their directors expressed the opinion that this helped enrollment. Several of the directors were not anxious to reveal specific enrollment figures and trends, so a tabular presentation here is precluded.

Demographics

There were practically no useful compilations of demographic information -- even as to age and sex -- so the question was dropped after several interviews. As a general observation, most adult educators, at least at the public school level, do not generate a wealth of statistical data.

Summary Comments

Almost without exception, the directors interviewed are of the opinion that a lack of aggressiveness, an unfavorable image, and a dramatic increase in area adult school offerings have combined to account for such reverses as the Plainfield Adult School has experienced.

CURRICULUM

An adult school in many respects is comprised of the courses it teaches. Furthermore, those courses should be responsive to the needs and desires of its prospective clientele. In this sub-section, the Plainfield courses offered during the 1974 spring semester are compared with the Spring 1968 offerings to ascertain the direction of the curricula over the past six years. Further, Plainfield's Spring 1974 courses are compared with more than 900 course offerings of nearby adult schools which are available to Plainfield residents. Still further treatment of curriculum, primarily in the area of responsiveness to needs and desires, may be found in Section C.

The following table compares the Plainfield course offerings during the spring semesters of 1968 and 1974. Each of the courses has been categorized under one of ten headings. Division of Recreation offerings have been included. It should be pointed out that the presentation applies only to courses offered and not to the lesser figure of courses actually conducted.

Category	Courses Offered 1968	Courses Offered 1974	% of Total 1968	% of Total 1974
English and English related	9	4	12.3	4.3
Foreign Languages	6	11	8.2	12.0
Miscellaneous Academic	7	3	9.5	3.3
Music	3	4	4.1	4.3
Sports, Physical Fitness	6	16	8.2	17.4
Office Skills	8	7	11.0	7.6
Vocational/Technical	6	6	8.2	6.6
Home Skills	6	11	8.2	12.0
Hobbies, Special Interests	11	11	15.1	12.0
Special Offerings	11	19	15.1	20.7
TOTALS:	73	92	(99.9)	(100.2)

Several observations stem from this information. First, approximately 1300 students were offered 73 courses in 1968 while some 900 students were offered 92 courses in 1974.

Expressed differently, one course was offered for every 18 students in 1968 while in 1974, one course was offered for every 10 students.

In terms of trends or changes, it is interesting to note that English course offerings have decreased by nearly two-thirds; foreign languages have increased by nearly a half; miscellaneous academic courses have decreased by nearly two-thirds; music has remained fairly constant; sports offerings have more than doubled; office skills have decreased by a third; vo-tech courses have slightly decreased; home skills are up 50%; hobby courses have declined a bit and special offerings have increased by a third. So while the brochure has remained fairly constant in appearance, there have been substantial shifts in the nature of the courses making up the total program.

The next comparison is of Plainfield's 92 course offerings during the Spring 1974 semester with, first, some 692 course offerings by several area public school systems and then with the 923 course offerings of the public schools in combination with what might be called the community service and special interest adult schools. This latter figure becomes distorted by, for example, the 78 vo-tech courses offered by Union County Technical Institute which is half again as many as were offered in all the other schools studied. For ease of presentation, only relative percentages have been used.

Category	Spring 1974 Course Offerings (expressed as percentages) Plfd. Adult School	 Nine (9) Public Adult Schools	 Fourteen (14) Adult Ed Schools
English and English related	4.3	4.8	3.9
Foreign Languages	12.0	7.7	6.0
Miscellaneous Academic	3.3	3.3	3.0
Music	4.3	6.5	5.0
Sports, Physical Fitness	17.4	16.3	18.9
Office Skills	7.6	10.0	7.7
Vocational/Technical	6.6	7.2	13.9
Home Skills	12.0	11.7	10.1
Hobbies, Special Interests	12.0	16.5	15.8
Special Offerings	20.7	16.0	15.8
NUMBER OF COURSES	92	692	923

Without a category by category summation, it is clear from the above that Plainfield has kept pace with the area trends in course offerings. Plainfield offered a somewhat higher percentage of courses in foreign languages and special offerings than the others and a somewhat lower percentage of hobby oriented courses. And while it is apparent that Plainfield has shifted its course offerings with the area trends, there is no assurance that the Spring 1974 offerings were a true reflection of the peculiar needs and desires of the Plainfield community.

MARKETING

In this sub-section, it is intended to address the issue of how effective the Plainfield Adult School is in selling its product of adult education. Most of the inputs were presented earlier in this section as the results of the interviews with adult education directors were summarized. There are, however, several additional points to be made.

An educational administrator is one who plans, organizes, staffs, directs and coordinates activities in an academic environment. He is no longer a teacher -- just as a hospital administrator does not perform primarily as a physician or a nurse. The educational administrator must know about teaching and about learning because that is the productive activity in the framework within which he operates. But an educational administrator is primarily a planner, an organizer, a director, a coordinator, a controller, a manager -- a leader. He needs to know personnel management, budgeting, leadership psychology -- and he needs to know public relations. He needs to know how to sell a product and get a fair return on his investment of time and effort.

The Plainfield Adult School educational product is not being effectively sold. First we have to get the product 'right' -- and then we have to use modern and competitive selling techniques to get it accepted by the consumer. Someone has to do some enlightened PR and in a number of areas.

Now let us address the 'image' of the Plainfield Adult School. We have a new, modern and functional high school building which can have few peers in the land. The best information available indicates that there has not been one validated incident on the premises during the evening adult school hours over the past three years. No cars stolen, no tires slashed, no purses taken, no one mugged -- no unusual incidents. The image of the Plainfield High School building is a *myth* in these respects! Adult education in Plainfield is a safe and sane undertaking, and this message needs to be delivered in the strongest fashion.

The Plainfield Adult School brochure is too conservative and reaches far too few people. The once-a-semester paid advertisement in the Courier News represents insufficient press exposure. The absence of at least weekly press releases and frequent feature articles in the several local papers is a failure to take advantage of the best and the cheapest possible advertising. Participation in a variety of local activities and speaking before groups is a vital activity which is carried out only on a token basis now by the director, his staff and members of the Advisory Council.

In the area of marketing, it is difficult to separate the shortcoming from the indicated corrective action. For the purposes of this paper, however, the sections are to close out with conclusions while recommendations are to be the function of Section G. It is therefore the conclusion of this sub-section that there are a variety of marketing and public relations activities which are not now being undertaken at a satisfactory level, thus placing the Plainfield Adult School in an unfavorable competitive position in comparison with those adult schools that take advantage of a varied and integrated marketing program.

SECTION G

RECOMMENDATIONS

This section is a joint effort by the authors of the five preceding sections. Its purpose is to synthesize the principal recommendations which arise from the trouble areas which have been discussed under various headings within the sections. The recommendations stem from the visible manifestation of the problem which has been described as the declining enrollment of the Plainfield Adult School. More fundamentally, we see the basic or underlying problems to be:

1. The lack of aggressiveness in the administration and conduct of the Plainfield Adult School.

2. Those aspects of adverse image under which the city of Plainfield and its education programs labor which are extended to the Adult School.

3. The proliferation of area adult education opportunities which serve to:

    a. Attract Plainfield residents away from the offerings of their own public system, and

b. Permit non-residents to now satisfy their need for courses in their own community of residence or in communities other than Plainfield.

Some five years ago, the Plainfield Adult School had been organized in its present configuration for only a short period. Its Director was Mrs. Lois E. Marshall, who by all reports was a particularly vital, enthusiastic and dynamic person. Even though the Adult School operated out of the old high school building, Mrs. Marshall was able to rapidly build up a sizeable student body. That this was so is largely attributable to her personal zeal and hard work. Mrs. Marshall spoke at the meetings of most area organizations and maintained contacts with practically every club or group which might be a source of students. Perhaps fortunately for Mrs. Marshall but certainly unfortunately for Plainfield, her accomplishments and recognition brought an opportunity for significantly greater responsibilities and she subsequently resigned her position as Director of the Adult School. Her efforts since then, incidentally, have received national recognition by way of an appointment to the President's Advisory Council on Adult Education.

The decline in enrollment and decline generally in the Adult School program were almost immediate reactions. The move to the much improved facilities of the new high school failed to stem the downhill movement. Mr. Charles T. Carter, who served as Assistant Director under both Mrs. Marshall and the one year tenure of Mr. Flowers, subsequently assumed the Directorship of the Adult School. Despite his intimate knowledge of Plainfield as a lifetime resident and member of the black community, and despite his prior personal involvement in the program as Assistant Director, Mr. Carter was unable to reverse the trend. To Mr. Carter's credit, however, it must be emphasized that the several subsidized educational programs under his jurisdiction other than the Adult School have flourished under his administration.

Coincident with the loss of momentum in Plainfield was the organization of new adult school programs in the surrounding area. These schools were directed by aggressive, competitive people who were grasping for students not only in their own communities but from an ever extending radius of action in all directions. Perhaps the adult education programs were seen as revenue producers, or perhaps it was realized that the State would pay two-thirds of the salary of full-time Directors in public school systems up to $12,000. In any event, virtually every community and every church and every membership based organization developed progressive programs in adult education. Meanwhile, Plainfield plodded along following pretty much a staid and conservative formula -- and the Adult School enrollment declined accordingly. Where this might eventually lead, simply enough, is to such a reduced program that it could well become economically unsound to carry it further.

It is the basic recommendation of this committee that action be taken to reverse the trend and to restore the Plainfield Adult School to a position of leadership in the area. We are convinced that this can, should and must be done. And we don't say it from any 'do or die for Plainfield High' motivation. To the contrary, we find that Plainfield is the natural hub of business, industrial and civic activity in this portion of Central New Jersey. So should it be the center of educational activity. Furthermore, Plainfield probably has the greater need in the area for the product of an effective adult education program. That need will not be met by disbanding the program or allowing it to disintegrate to some ignominious level of marginal or sub-marginal productivity.

And so the exercise at hand is not only to stop the decline in enrollment but to establish the reverse trend of increasing enrollment. To this end we have posed a number of recommendations. Some of our recommendations are incomplete in that they propose further study in given areas or situations. Furthermore, we would not suggest that all our recommendations be placed in effect immediately. Rather, we feel that a series of aims, goals or objectives incorporating pieces of these recommendations must be put together for implementation a step at a time, a semester at a time, a year at a time. But we do insist that the plan of adoption must be dynamic and supportive of visible results in the near-term future. If there are 900 students enrolled for the 1973-74 school year, we believe that there should be -- and can be -- fully 1500-2000 students enrolled for the 1975-76 school year. All it will take is some imagination, some planning and a lot of hustle.

The recommendations that follow are not broken out into semester by semester goals or objectives. Rather, they are overall recommendations which must be further translated into action steps by the Advisory Council and Adult School administration. And while we have not yet commented on the roles of the Board of Education and Superintendent, it is our conviction that adult education must be a concern of and have the backing of the entire community as represented by these educational leadership institutions. We would hope that the Board of Education and Superintendent would lend their authority and support to this project, for it already is their responsibility, and both order it done and facilitate its accomplishment.

While we would like to think that the recommendations follow some kind of natural flow, we emphasize that they are not listed in order of importance or in order of recommended accomplishment. If anything, they are listed more in sequence of presentation of background material in the sections of the report and are numbered only for ease of future reference. When we reach the last recommendation, that will be the end of the report -- no summation paragraphs or final curtain. For this is a beginning, not an end.

1. Establish a 3 to 5 year long range plan (LRP). Once formulated, this plan should be updated annually by revising each of the subsequent year-plans and by adding the third or fifth year plan so as to keep it 'rolling' or advancing. The LRP should be a principal annual product of the Advisory Council and based heavily on its own inputs and those of the Director and his staff. It should be submitted to the Superintendent for approval and should be reported to the Board of Education as a part of the annual report on the accomplishments and budget requirements of the Adult School.

2. The Philosophy of the Adult School, the Functions of the Advisory Council and the Director's Job Description

should be converted into working documents having specific applicability to Plainfield, its educational problems and opportunities, and the Adult School. If all concerned are more comfortable with documents having a more fixed prose, annual supplements should be prepared which set forth the specific objectives of the forthcoming year. In a sense, the LRP for the coming year should be translated into precise instructions and objectives for the Advisory Council and the Director. Management by Objectives (MBO) principles should then be applied to determine the effectiveness of the Council and Director in carrying out their specific responsibilities.

3. We have said that the adverse 'image' of the Adult School is a carry-over from the image of Plainfield and its overall educational system. We also think that as far as the Adult School is concerned, the image is largely undeserved, a myth. But just saying so won't change things. Whether it is a real reason or just given by potential students as a cover for other reasons, the fact remains that many residents claim to be afraid to be out at night in Plainfield. Plainfield as a city cannot legislate this concern out of existence any more than the Adult School can dispel it with a unilateral PR program. But a lot can be done about it and must be done if the Adult School and practically every other local program -- as

well as the City itself -- are to climb out from under this image. The solution lies in a concerted, Plainfield-wide effort -- probably centered in the office of the city's Director of Communications. And the specific solution lies in a dissemination of the facts, probably as determined and expressed by outside sources. The solution to that problem is not the focus of this study. But it is clearly one of the primary problems of the Adult School and must be largely dispelled if the Adult School is to be restored to a favorable position. Again, this must be a centralized, consolidated effort at the city level which is supported by the Board of Education -- it would be foolish to think that the Adult School could go it alone. Incidently, if anyone thinks that any present efforts have solved the image problem, he is largely in error.

a. With specific reference to the Adult School, however, an immediate expenditure for brighter lighting in the Stelle Avenue parking lot is essential. The added lighting need only be used for the several evening hours weekly that the school is in session, so it would not represent a significant operating expense. There can be no equivocation here however, and the brighter lighting must be installed without delay.

b. Consideration should also be given to increased police patrols through the parking lot during the evenings and to the possibility of a parking lot attendant.

These alternatives must be weighed against the possibility that if not subtly introduced, they could engender still further concern that the Plainfield High School is an unsafe place at night.

4. It is evident from the working chart at Appendix BB-1 that the Adult School Director's duties are many and diverse. Extensive requirements are generated in behalf of the funded programs and considerable time is required in their execution. Although Mr. Carter has estimated that he spends between 60 and 75% of his time and effort with the Adult School, while the Assistant Director spends the preponderance of her time with the Adult Learning Center, it may well still be that the Adult School suffers in the bargain. Our advocacy here is simply that there be provided a sufficient depth in the administration of the total adult education program that no part of it suffers from any lack of direction or leadership. As a specific observation, there may be a need for increased guidance counselling for the overall programs in adult education. Another consideration might be the use of a contract or hourly Principal to supervise programs in the absence of the Director or Assistant Director and/or if outreach programs are added.

5. The Board of Education should be assigned responsibility for the total educational program and inclu-

sive of those courses now taught under the auspices of the Division of Recreation. This is a quite unusual arrangement which seriously dilutes the effectiveness of the Adult School and should be discontinued without delay.

6. The Advisory Council should conduct an internal study of its own membership to determine if it is truly representative of -- and reaches into -- every component of the city's demographic constituency to include areas of geographic residence, ethnicity, race, religion, age, sex, occupation, educational status, economic position, and origin to include the several factionalized elements of the City. Obviously, any over- or under-representation revealed by the study should be corrected. Furthermore, members of the Council should assume a larger responsibility for positively influencing enrollment through their contacts and activities.

7. Any study of this nature must urge that continuing emphasis be placed on ascertaining the needs and desires of the community. At the same time, we hasten to add Malcolm Knowles's warning in The Modern Practice of Adult Education that...

> ... it is almost universally predictable that programs that are based mostly on what somebody (even advisory councils) think most people *ought* to learn will fail.

We do not advocate a massive needs study -- we are not so sure that the means at hand are sufficiently valid as to warrant their considerable effort and expense. And furthermore, we feel that even greater concern in adult education should be given to "wants" than to "needs". Nevertheless, some positive and continuing effort must be made to determine on a representative basis the needs of the potential clientele. There are a variety of techniques which need not be recounted here. But we do emphasize the ongoing and positive nature of this assessment. There should be legitimate answers to 'who is doing what?'; 'what is being determined?'; and 'what changes can and should we make to accommodate such changes in interests as may be discovered?'. Furthermore, care must be given to the conversion of these input preferences into course offerings. We must be innovative, creative -- and practical. But it is essential that chances be taken in offering new courses and that even a high level of failure not be allowed to daunt such continued efforts.

8. Serious consideration should be given to entering into some form of *consortium* with Union College (Plainfield Campus) and the Union County Technical Institute located in nearby Scotch Plains. Furthermore, courses offering credit towards a high school diploma should be given increased attention in the overall scope of courses offered. In sum, we see the need for both credit and non-credit courses at the high school, vocational school and

college level as a part of the overall Plainfield Adult School program. In a sense, such a *consortium* would provide the basis for a community education program which may well have definite applicability to Plainfield.

9. The Administration of the Adult School should actively seek out opportunities to be of assistance to business, industry and civic groups in Plainfield by offering courses on an outreach or off-premises basis. The approach should be that the Adult School can assist in determining needs and can then conduct courses in practically any subject at any hour of the day or night -- and more cheaply than any other source.

10. Day classes and accelerated Saturday or weekend courses, seminars or workshops should be conducted on an experimental basis.

11. All course completions should be recognized by appropriate certificates. Sufficient records should be maintained so that a statement of completion of a particular course can be provided an employer or other activity as requested by the student. This service should be made known to students and the business community.

12. Attention should be given to the provision of follow-on or 'advanced' courses in order to keep attending students coming back.

13. Study space should be made available for, say,

the period of an hour or so before classes begin. A lounge where students can congregate would also be desireable. A bulletin board should be provided in the lounge and could be used for announcements, new course offerings, share-a-ride opportunities and possibly job information. This would also help to offset the prohibition against smoking in any location other than the cafeteria. Use of 'skills' facilities before class would be similarly supportive of the program. Experienced students might be asked to help out during registration or on opening night to show the various facilities to new students.

14. Procedures involving questionnaires and/or interviews should be applied during course sessions to discourage dropping out before the end of the semester; to determine student needs for subsequent course offerings; to assess the quality of instruction so that any corrective action can be applied on a timely basis; and to encourage re-enrollment for the following session.

15. Substantially improve the brochure and institute a much wider mailing. We recommend the 8½" x 11" format and suggest the North Plainfield brochure as an exemplary presentation. While both the improved format and wider mailing would understandably take a while to evolve, we suggest early progress in this area. Certainly

the transition to the new format should be fully completed before the Fall 1975 session and the mailing, as an order of magnitude, should approximate 40 or more thousand copies and include households in the communities bordering Plainfield. We suggest professional preparation of the brochure and the inclusion of institutional advertisements, such as from banks, newspapers or the like, to defray expenses. This is a critical requirement and essential to the turn-around of the Adult School.

16. The public relations (PR) program of the Adult School is in decided need of major improvement. We suggest that the LRP should call for either 2 or 3 full page feature articles in the Courier News each year. These are at no cost and do a great deal to enhance the image of the school. Additionally, there should be between 40 and 50 news releases annually, fairly brief and usually on a near-weekly basis, which describe new courses or activities at the Adult School. If the Director or his staff can't handle this level of PR intensity, the Advisory Council or Director of Communications should assist. But it *must* be done -- by someone. Like the new brochure, this favorable and frequent newspaper exposure is essential. We also feel that the Director and members of the Advisory Council must appear regularly before luncheon and similar groups to extol the virtues of the Plainfield Adult School. We sug-

gest 25 annual presentations by the Director and at least five by each member of the Advisory Council to be reasonable of attainment.

We recommend that all those who are a part of the Plainfield Adult School forever put an end to the presently pervasive air of complacency. Be aggressive! Be competitive! There is a great need for your product, you have an excellent product to sell -- and an educational facility without parallel in the area. Try out some new ideas! Build a first class brochure and blanket the area with it! Start some exciting new courses! Splash the accomplishments of the Adult School in the local newspapers! Get with it! Get moving!

APPENDICES

PLAINFIELD ADULT SCHOOL ADVISORY COUNCIL

COMMITTEE REPORT: COMMITTEE FOR THE STUDY OF DECLINING ENROLLMENT IN THE PLAINFIELD ADULT SCHOOL

SUMMARY OF IDEAS DISCUSSED:

What we know:

1. Registrations have been declining during the last three years. Total enrollment for the past three years is given below. While enrollment figures prior to 1970 are not available, related data indicates that enrollment was near or above that of 1970 since 1968.

1972-73	-	935
1971-72	-	1,162
1970-71	-	1,318

2. The current student survival rate is approximately 60%, i.e., about 60% of the students who enroll in the Adult School complete the courses for which they enrolled.

3. The subsidized Adult Learning Center programs (ABE & HSE) are doing very well in enrollment and survival.

4. The socio-economic make-up of the Plainfield population has changed.

5. The courses offered by the Adult School are generally the same as those offered during high enrollment years.

6. Neighboring communities have growing Adult Schools which offer similar types of courses as those offered by the Plainfield Adult School.

7. The tuition and fees at the Plainfield Adult School are competitive with those of neighboring communities.

8. There has been a great improvement in the physical facilities of the Adult School.

9. The status of adult education in the Plainfield Board of Education is low relative to educational programs for children, and its needs are of low priority.

What we need to know:

1. What are the specific causes for the declining enrollment?

2. What can be done to improve enrollment through modification of what we have now?

3. What new and/or additional things need to be done on a continuing and long term basis to maintain an increase in enrollment and survival rates?

4. What is the anticipated cost of recommended changes and actions?

Possible sources of information:

The information should be sought from the community served. Possible populations to be surveyed include:

1. Recent dropouts from Adult School: those who attended three or four years ago but not since.

2. Short-run dropouts: those who did not complete courses for which they registered during the last semester or two. These persons often drop out before course evaluation, which has given past evaluations a favorable bias because the most dissatisfied have left.

3. Community groups underrepresented in the Adult School registration.

4. The general population.

5. Intensive evaluation of Spring 1974 students.

6. School Board members.

7. Adult School teachers.

8. Directors of neighboring Adult Schools.

Data to be sought:

Some information that could be sought through the survey that may lead to recommendations for solution of the problem include:

1. Demography of students by sex, age, race, etc. (Use existing enrollment data as much as possible.)

2. Time/place factors, using existing data and survey. What evenings are most or least popular? What hours of the evening? Is there an enrollment possibility for other times? Would a decentralized Adult School increase enrollment?

3. Certification/credentialling programs and courses:

Importance of rewards? Ties to Rutgers, Union College, Edison College? Accredited evening high school as alternative to GED?

4. Possible demand for college level "popular" courses, e.g., music appreciation, with or without credit?

5. Co-sponsorship and cooperation with other groups having education interests: League of Women Voters, American Association of University Women, Junior League, Rotary Frontiers International, other service clubs, YMCA and YWCA, Chamber of Commerce, specific business firms like Ethicon, Bicentennial groups, and County Cultural and Heritage Commission.

APPROXIMATION OF STUDENT SURVIVAL RATE

(Sample consisting of every 5th class enrollment record)

SPRING 1973	# Enrolled	# attending at least 1 of last 2 classes
Chinese	8	4
German I	8	7
Judo	13	3
Memory & Concentration	8	6
Russian	8	6
Yoga	13	13
Auto Mechanics I	22	15
Stenography - Beginner	10	4
	90	58
FALL 1972		
Furniture Refinishing	18	11
Gourmet Cooking	10	7
Landscape Design	6	6
Photography	10	5
Spanish - Beginner	25	7
Auto Body Repair	11	8
Sewing - Beginner	20	10
Typing	27	15
	127	69
GRAND TOTALS:	217	127

The approximate student survival rate is 60%.

WILLIAM CASTELLANI

After graduating from the University of Scranton with a B. S. in Psychology, Bill has been employed by the State of Pennsylvania and the Federal Government.

He spent three years as a caseworker for White Haven State School and Hospital for retarded doing rehabilitative work such as placing patients in jobs, community education in placement, and developing working relations with sheltered workshops.

In 1966, he came to Lyons V. A. Hospital where he has been active as a Vocational Rehabilitation Specialist since. Duties include testing, counseling, placement, follow-up, community education, liaison between the hospital and the V. A. regional office from where Veterans' Training Benefits are disbursed. He also coordinates activities between the hospital and various state and community agencies relating to rehabilitation.

Bill hopes to utilize his doctorate by administering a counseling program and by teaching a college or university setting.

Bill and his wife Helayne reside with their three children at 6 Berwick St., Raritan, N. J.

JEAN DISMUKE FITTS

She calls Jacksonville, Florida her home. As a young teenager she became involved with adults by working with adult voluntary organizations. She became a secretary working for the Internal Revenue Service, and later used this skill to help pay for her college expenses.

After graduating from high school, she attended Tuskegee Institute as a Secondary Education major. In the three years she spent at Tuskegee, she participated in numerous campus organizations where her duties ranged from program chairman to convention speaker. She was also a freshmen counselor and sang in the reknowned Tuskegee Institute Choir. While at Tuskegee she met her husband, Bob Fitts. After their son William was born, the family moved to New Jersey where Mrs. Fitts attended Rutgers University-Livingston College. She received her B.A. and teaching certificate from Rutgers in 1973. Since 1972 she has helped adults in various educational programs to enhance their reading and writing skills. She has also prepared students to enter business colleges and universities. She is presently seeking the Masters Degree in Adult Education at Rutgers Graduate School of Education and she is employed as a Teaching Assistant at Rutgers in Newark.

Mr. and Mrs. Fitts and their son reside in Plainfield, New Jersey.

AA-5

ROBERT GRAHAM

Mr. Graham was brought up in Trenton, New Jersey, graduating from Trenton High School in 1943. He served in the United States Army from 1943 to 1945, graduated Morgan State College in 1952 with an A.B. degree in Political Science. Mr. Graham has pursued Graduate Studies at Temple University, Trenton State College and Rutgers University. He has been employed by the Trenton Board of Education since 1958, having taught at the Franklin Elementary School and Trenton High School, and since 1972 has been the Director of the Trenton Adult Learning Center.

Mr. Graham has been President of the Trenton Federation of Teachers and a member of the Trenton Zoning Board. He was a Charter Member of the Urban League of Trenton, and is a member of the Executive Board, Trenton Branch of the NAACP. He is also a member of the Board of Directors, North 25 Corporation. Mr. Graham also belongs to the Mount Zion AME Church, Carver Center, Frontiers International, Kappa Alpha Psi Fraternity and is a member of the Trenton Adult Education Advisory Committee.

He has been selected for the Achievement Award of the Kappa Alpha Psi North Eastern Province in 1968, and the Outstanding Achievement Award from the Trenton Branch of the NAACP, 1973.

Mr. and Mrs. Graham reside with their son Antoine at 942 Parkside Avenue in Trenton, New Jersey.

WILLIAM H. HENRY, JR.

Mr. Henry served as a regular army officer for 20 years, retiring as a lieutenant colonel in 1967. Experienced as an infantry commander and Pentagon staff officer, he was also qualified as an army pilot. His academic credentials include a Bachelor of Arts from Ohio University in 1948 and a Master of Arts in Public Administration from American University in 1959. He is also a graduate of numerous Army schools including the Command and General Staff College and the Armed Forces Staff College. Mr. Henry has been a doctoral student at Rutgers for the past year and a half, first in the political science department and now in the Graduate School of Education. His principal vocational and academic interests are in general administration, personnel management and both military and industrial training.

In addition to his endeavors as a student, Mr. Henry is employed as Director of Industrial Relations for a wholesale food distribution concern which supplies member supermarkets in New Jersey, Connecticut and New York. An internal director of the company, Mr. Henry's responsibilities include personnel administration, labor relations and training. He is also a member of the Board of Directors of the Edison Chamber of Commerce.

Colonel and Mrs. Henry reside with their three children at 1171 Cooper Road, Scotch Plains, New Jersey.

RALPH DOUGLAS WENGER

Mr. Wenger was reared and educated, though high school, in Royersford, Pennsylvania. He received his A.B. from Eastern College in 1964 and his M.A. in psychology from American University in 1967.

From September 1965 to July 1966, he was employed by the D.C. Department of Vocational Rehabilitation, with assignment to St. Elizabeth's Hospital, the federal mental institution. In October 1966, following three months of training at the USAF Officer Training School, he was commissioned a second lieutenant. During his five year tour of duty, he served at Offutt AFB, Nebraska and Kadena AB, Okinawa as an Education and Training Officer.

Since September 1971, Mr. Wenger has been a doctoral student in school psychology at Rutgers University. He is presently the graduate assistant for the School Psychology Curriculum. Effective September 1974, he will assume the position of school psychology intern at the Peabody Demonstration School, Peabody College, Nashville, Tennessee.

Mr. & Mrs. Wenger and their two sons reside at 249 Upson Lane, Piscataway, New Jersey.

AA-8

WILLIAM H. HENRY JR.
LT. COLONEL, U.S. ARMY (RET.)
1171 COOPER ROAD
SCOTCH PLAINS, N. J. 07076

March 13, 1974

Mr. Russell W. Carpenter, Jr.
Superintendent of Schools
Plainfield Board of Education
504 Madison Avenue
Plainfield, NJ 07060

Dear Mr. Carpenter:

Thank you for your interest in our study group as expressed in your telephone conversation with me on Friday, March 8.

This letter is responsive to your request for a brief summary of the particular segment of the study to be undertaken by each of the five participating graduate students. As you are aware, the study takes as its starting point the decline in student enrollment which has been experienced by the Plainfield Adult School over the past several years. It is our intention to conduct a limited analysis of various factors which may assist in explaining this situation and then to suggest remedial courses of action.

The Plainfield Adult School Advisory Council and its committee for the study of declining enrollment in the Plainfield Adult School was the motivating influence for this study. In consultation with faculty members of the Rutgers Graduate School of Education, the idea was developed that this might be a productive project to be undertaken by graduate students in conjunction with their regular course work. Several conversations and meetings later, we are now proposing that this modest study be pursued by five graduate students who have expressed an interest in expanding their knowledge of adult education by way of this project.

Enclosure 1 to this letter is a listing of the names, addresses, telephone numbers and occupations of the graduate students. Enclosures 2-6 consist of brief summary statements by each student (in alphabetical order) outlining their general areas of study and research. It is noted that this is an initial listing and it is conceivable that other areas of investigation could arise as the study proceeds.

As this project is associated with courses in progress at Rutgers, it is expected that the final report will be submitted by the end of May. In the interim, communications will be maintained with Mr. Carter of the Plainfield Adult School and not less than two meetings are planned during the progress of the study with representatives of the Advisory Council.

In view of the minimal time remaining for the conduct of the study, I would appreciate your early approval of our general plan of operations so that we may proceed without further delay. If our proposal raises any questions, please contact me (or the particular student about whose work you may have questions) by telephone so that we may expedite our responses.

I look forward to your reply and trust that the pursuit of this effort may serve some useful purpose to the community of Plainfield.

Sincerely,

W. Henry

Encl. (6) a.s.

cc: Dr. Hamilton Stillwell
Dr. Kathleen Penfield
Dr. Luther Roberts
Mr. David Cayer
Mr. Charles Carter
Participating students

PLAINFIELD STUDY PARTICIPANTS

Spring 1974

* * * * * * *

CASTELLANI, WILLIAM
6 Berwick Street
Raritan, NJ 08869
H -- (201) 722-7241
O -- (201) 647-0180

Counsellor, Lyons V.A. Hospital
Doctoral student, Adult Education
Interviews -- representative students and drop-outs

FITTS, JEAN D.
1007 Sherman Avenue
Plainfield, NJ 07063
H -- (201) 757-1758
O -- (201) 648-5608

Teaching Assistant, Rutgers (Newark)
Graduate student, Adult Education
Survey -- Needs, image, curriculum, classroom observation, teacher interviews

GRAHAM, ROBERT
942 Parkside Avenue
Trenton, NJ 08608
H -- (609) 695-3052
O -- (609) 393-2124

Director, Trenton Adult Learning Ctr.
Graduate student, Adult Education
Administrative organization, Advisory Council, facilities, interface with Division of Recreation

HENRY, WILLIAM H. Jr.
1171 Cooper Road
Scotch Plains, NJ 07076
H -- (201) 757-3412
O -- (201) 287-4600

Personnel & Labor Relations Director
Doctoral student, Adult Education
Competition, comparable curriculum offerings, marketing

(Student Study Coordinator)

WENGER, RALPH D.
249 Upson Lane
Piscataway, NJ 08854
H -- (201) 463-0116
O -- (201) 932-7297

Graduate Assistant, Rutgers
Doctoral student, Psych. Foundations
Survey -- Needs, image, curriculum, SES and mobility considerations

Other phone numbers:

Dr. Penfield -- 932-7448, 7416
Dr. Stillwell -- 932-7233
Mr. Charles Carter -- 753-3251
Ms. Jane Flaherty -- 753-3252
Dr. Luther Roberts
H -- (201) 756-0079
O -- (212) 582-7600, X8530

Encl. 1

WILLIAM CASTELLANI

Approximately 25 current students and 25 drop-outs from the last semester will be interviewed along lines designed to elicit reasons for the declining enrollment. As the enrollment reduction may be symptomatic of other problems, interviews will be structured to adjust the focus to any problem areas that may be uncovered.

Most interviews will be conducted by telephone and a letter will be mailed to each interviewee several days prior to the telephone call in an effort to establish a more favorable environment for the question sequence. The balance of interviews between current students and drop-outs may be shifted from a 50-50 basis if this change appears appropriate during the course of the interviews.

The information developed will be collated and analyzed with a view toward developing findings consistent with the overall research efforts of the study group. Care will be taken during the interviews to assure that the stature of the Plainfield Adult School is maintained or enhanced.

Encl. 2

MRS. JEAN FITTS

My area is curriculum and its broadest implications for the study. I plan to sit in on classes --both in the Adult School and the Recreation Department. I want to observe teachers, the instructional materials they use and how they use them. I would also like to interview teachers. Through these interviews I hope to gain insight as to how they view the facilities (suitability and location) and also their classes.

Encl. 3

ROBERT GRAHAM

Areas of investigation will include the following:

1. Administrative Organization

   By interviews with Mr. Carter and Ms. Flaherty, review such matters as program planning and evaluation; instructor selection and evaluation; management procedures; internal organization and operation procedures; financial support; records maintenance; compliance with appropriate regulatory authorities; and other component activities.

2. Advisory Council

   By interview with Messrs. Roberts, Cayer and/or Carter, review the membership of the Advisory Council to determine the nature of their community relationships and representiveness and the character of their participation and support.

3. Facilities

   By interview and inspection, assess the adequacy of classroom space and ancillary areas to include lighting, parking, safety and both proximity and accessibility to student clientele.

Encl. 4

WILLIAM H. HENRY, JR.

1. Student Study Coordinator

   a. Effect liaison between the Plainfield Adult School and Rutgers Graduate School of Education.

   b. Generally coordinate the student effort to include meeting arrangements, time schedule and preparation of the final study document.

   c. Prepare the introductory section of the student report to include the background, approach(es), concept, conditions, caveats, limitations and nature of the report to follow.

2. Assigned study areas

   a. Identify and determine the extent and nature of other educational activities which may, in effect, be competing for the same student clientele as the Plainfield Adult School. This will include systems peripheral to Plainfield as well as those internal to the city such as community, service and church groups.

   b. Compare and contrast the course offerings of the Plainfield Adult School with the offerings of competing systems.

   c. Review and assess the marketing and advertising efforts of the Plainfield Adult School.

Encl. 5

Ralph Wenger

My purpose in the survey will be to try to identify reasons for the declining enrollment via a phone survey. Specifically, I will:

a. Examine a random sample of enrollment records to determine the residential pattern of enrollees. This pattern will be studied for differential rates of decrease.

b. If significant differences are found in the decline rates among the residential areas, I will focus my survey on those areas. If no residential differences are found, I will draw a sample from the community at large.

c. The survey will focus on questions about:

(1) The relevancy of the Adult Education School's curriculum.

(2) The image of the school, both in terms of security and prestige. The latter seems pertinent at a time when community colleges are offering a wide variety of courses in the evenings.

(3) The convenience of the school's class meeting times and place.

Encl. 6

THE PHILOSOPHY OF THE PLAINFIELD EVENING SCHOOL

The Plainfield Evening School is a multi-faceted program endeavoring to meet the ever changing needs of our growing community. The courses offered are free when funding is provided for academic upgrading; and when fees must be charged, they cover only the cost of offerings so that the community can benefit from many courses at nominal costs. Plainfield adult students have a wide diversity of needs ranging from the undereducated who need academic instruction and skills upgrading at little cost; immigrants from many countries who need a variety of language instruction and cultural integration; middle class students interested in learning new skills, preparing for new careers, or getting involved in new leisure time activities; senior citizens who want to become involved in new activities; to many students just interested in diversity, and specialty, hobby and leisure time courses.

The specific objectives of the evening school are:

1. to offer a wide variety of courses to meet the needs of the community
2. to provide courses for the introduction and upgrading of language skills in English, French, Spanish, Russian, German, Chinese, Italian and any other language which the students would desire
3. to provide courses in high school equivalency preparation in both Spanish and English in a more formal class setting than those offered at the Adult Learning Center
4. to provide adult basic education classes for those who cannot attend those at the Learning Center
5. to enlarge the alliance with Newark State and other colleges to provide off campus classes within the adult school framework
6. to offer skills courses such as furniture refinishing, auto body repair, auto mechanics, furniture woodworking, sewing, tailoring and upholstery so that students can become more efficient in their own homes and be more aware as consumers
7. to offer skills courses such as bookkeeping, driver education, millinery, gourmet cooking, hairstyling, entertainment foods, pilot ground school, stenography and typing so that students may broaden their lives in terms of new occupations, travel and skilled hobbies

THE PHILOSOPHY OF THE PLAINFIELD EVENING SCHOOL (cont.)

8. to offer courses such as creative writing, drama, guitar, judo, photography, and yoga to broaden a student's artistic scope and aid in filling leisure time valuably

9. to offer academic courses, such as English improvement, speed reading, and high school math review for students who feel the need to "brush up".

10. to offer special courses such as lipreading, memory and concentration, and manual communication with the deaf to meet the special needs of our community

11. to provide questionnaires for students so that they can express their needs, complaints, compliments, and future desires for new classes

12. to respond to student questionnaires and community needs by revising the course offerings, if necessary, each semester

13. to insure that each student is satisfied with his program of instruction

14. to provide courses at no cost, or at a nominal fee

PLAINFIELD ADULT SCHOOL

FUNCTIONS OF THE ADULT EDUCATION ADVISORY COUNCIL

It is the responsibility of the adult program to train persons for the work life, home life, and socio-civic life in which they are to participate. To do so, there must be intimate knowledge of the significant factors in the business, industrial, home and civic situations of a community.

An advisory council is a representative group of citizens who meet regularly with the adult education director to assist him in gaining knowledge of adult needs in the community.

The council has no administrative or policy-making power, but is an advice-giving body assisting the program in meeting the desired purposes of the school. Action and final decision rests with the adult school director, who in turn is responsible to the superintendent of schools.

It is the sole organized group representing the community through which the director communicates with the public. In some cases it will have sub-committees which will be assigned the task of recommending and suggesting, to the general advisory council, procedures for special interest areas.

With ever-changing social, political and economic trends occuring more rapidly than twenty five years ago, it should be the objective and purpose of the advisory committee to keep the adult school alert to new and different trends and philosophies. It will, on the other hand, bring before the public the objectives and available services of the adult school program.

The advisory council can keep the director informed of activities of the various organizations within the community so as to avoid competition or interference with such activities. This prevents repetition and helps to assure that the needs of the community will be served without overlapping of community efforts.

The advisory council can also assist the adult school director in recruitment of faculty by suggesting possible candidates for instructors.

Thus, the function of the adult education advisory council is to assist the director in interpreting the adult educational needs of the community.

DIRECTOR OF ADULT & CONTINUING EDUCATION

JOB DESCRIPTION

GENERAL

The Director of Adult & Continuing Education is the executive head and educational leader of the Adult School and, therefore, handles all matters which concern the Adult School.

He is responsible for administering and supervising the operation and the work of the Adult School in all its phases. Activities and problems which relate to the Assistant Directors, instructors, students, program, scheduling, publicity, supplies and equipment, etc. which effect the Adult School are in his sphere of activity.

The Director of Adult & Continuing Education will give assistance and guidance to the Assistant Director, Coordinators, Guidance Counselors, instructors, and students in matters relating to any phase of adult education. In general, the Director of Adult Education concerns himself with the operation and improvement of the Adult School Program.

SPECIFIC DUTIES

1. The Director of Adult & Continuing Education shall function under the specific direction of the Assistant Superintendent of Schools and under the general supervision of the Superintendent.
2. He shall be responsible under the Laws of New Jersey for the rules and regulations of the Board of Education for the general direction and administration of the activities of the Adult School.

3. He shall be responsible for the supervision of all personnel on the Adult School staff.
4. He shall be responsible for supervising the operation of the Adult Learning Center.
5. He shall be responsible for the supervision of programs in buildings not under the jurisdiction of the Board of Education, where said programs are held.
6. He shall cooperate with the Lay Advisory Committee in developing appropriate curricula for the Adult School. He shall recommend courses as indicated by surveys and meetings with interested agencies, groups, and individuals.
7. He shall submit all proposed subject offerings to the Assistant Superintendent of Schools for Board of Education approval, prior to dissemination to the general public.
8. He shall assist in the interviewing of staff for the Adult School.
9. He shall make available to the Secretary of the Board of Education, with copies to the respective building principals, all information regarding provisions for adult classes as soon as possible after such information becomes available.
10. He shall be responsible for the preparation and dissemination of such brochures concerning the Adult School program as shall be required.
11. He shall promote, publicize, and interpret the Adult School program to the public, using whichever means is most appropriate.
12. He shall ascertain the qualifications of the instructors and the quality of instruction, and make reports and recommendations

to the Assistant Superintendent of Schools on questionable instructors, if any.

13. He shall prepare and submit an annual budget.

14. He shall supervise the collection of registration fees, other monies, and preparation of tallies, deposit slips, and records.

15. He shall be responsible for preparing payrolls and approving expenditures.

16. He shall prepare and submit proposals for federal and state programs. He shall prepare and submit end of the year reports for federal and state programs.

17. He shall be responsible for the bookkeeping of the checking account under the Board of Education, City of Plainfield Adult & Continuing Education Fund. He shall be responsible for submitting refunds, sending checks to the Commissioner of Education for students enrolled in the High School Equivalency program, payment for bills received from colleges for Extension courses, and for special courses not under direct supervision of the Director of Adult Education.

18. He shall review, select, and cause to be purchased, necessary instructional materials, keeping an inventory of same.

19. He shall make the necessary fiscal and general reports to the Assistant Superintendent of Schools.

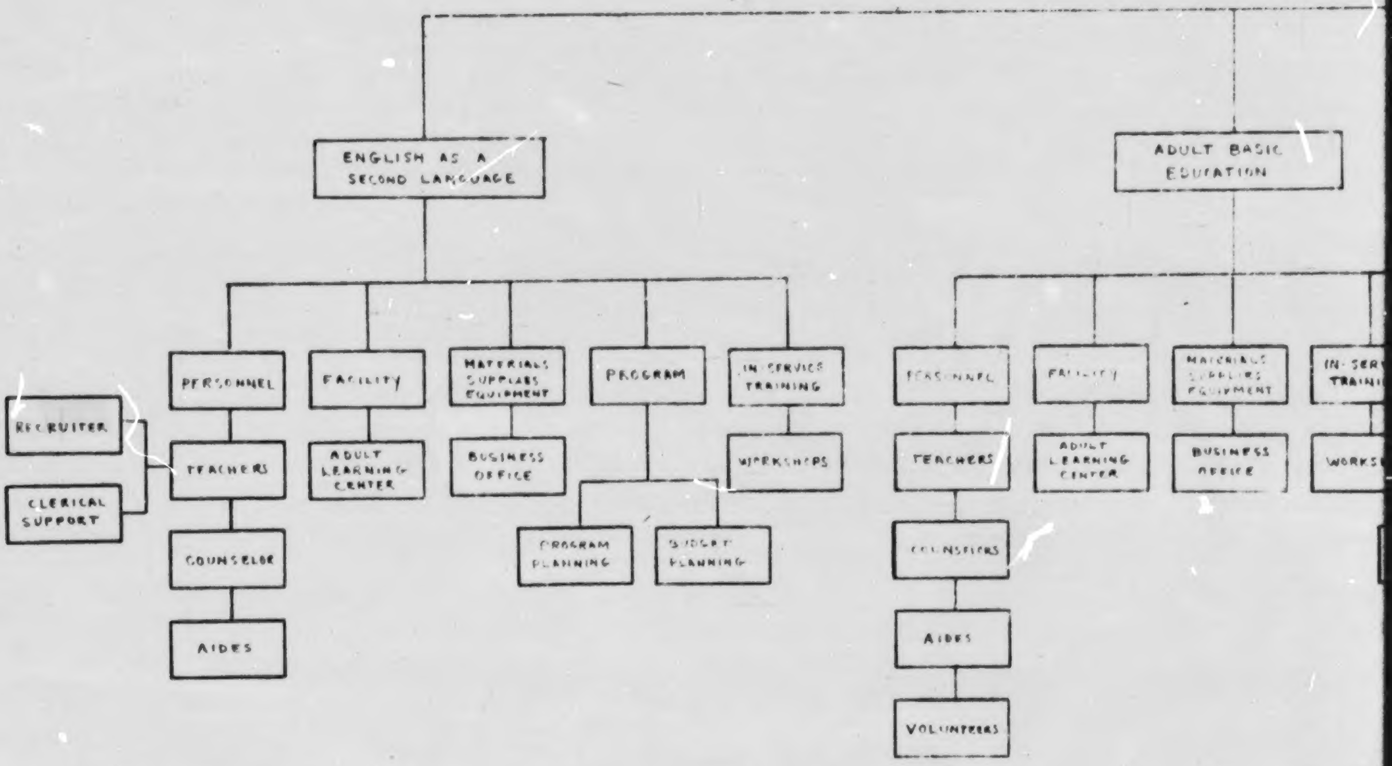
20. He shall keep the Assistant Superintendent of Schools apprised of any unusual developments in the program.

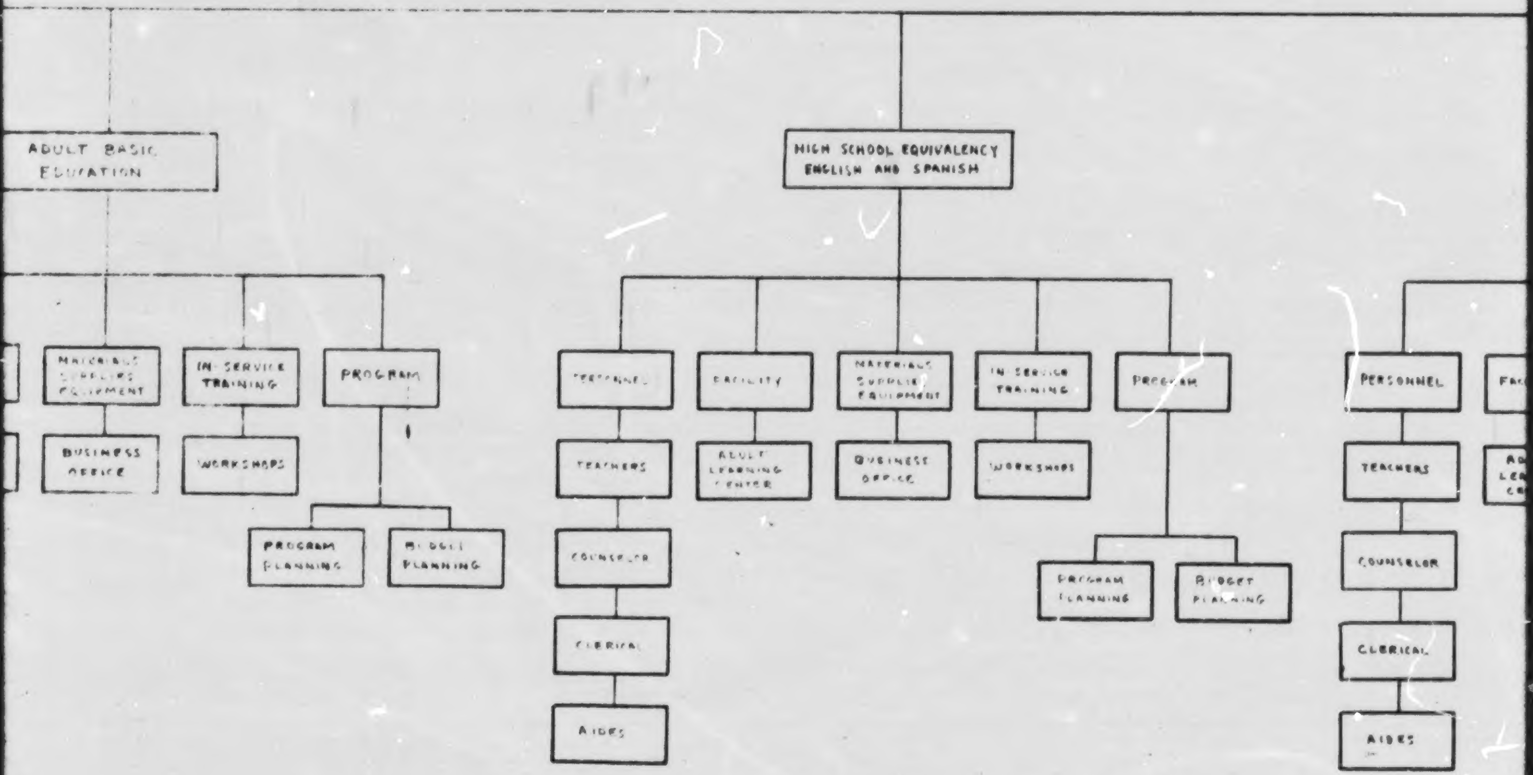
21. He shall submit to the Commissioner of Education whatever reports are deemed necessary by the Commissioner.

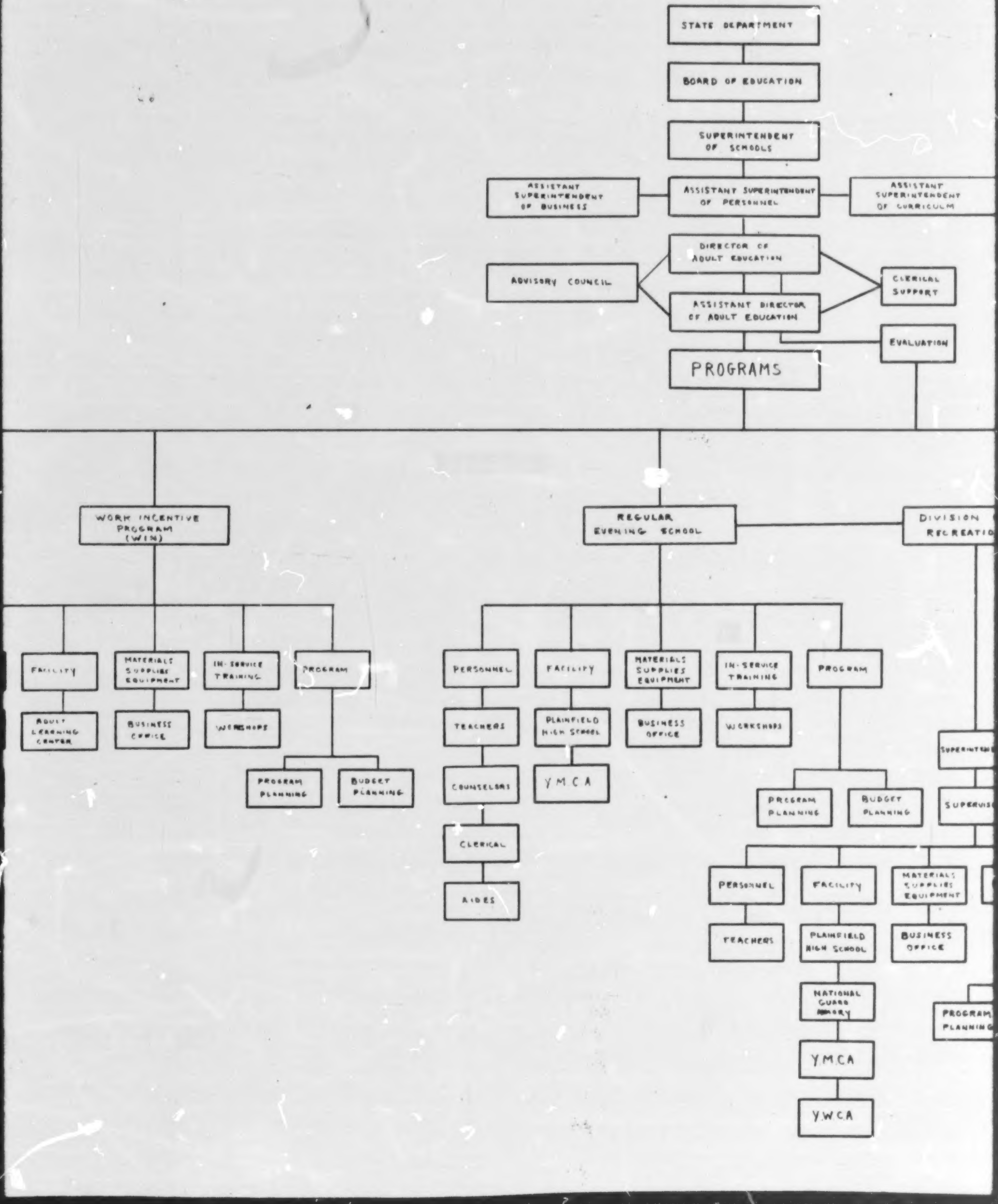
22. He shall cause to be kept, adequate records for the Adult School.

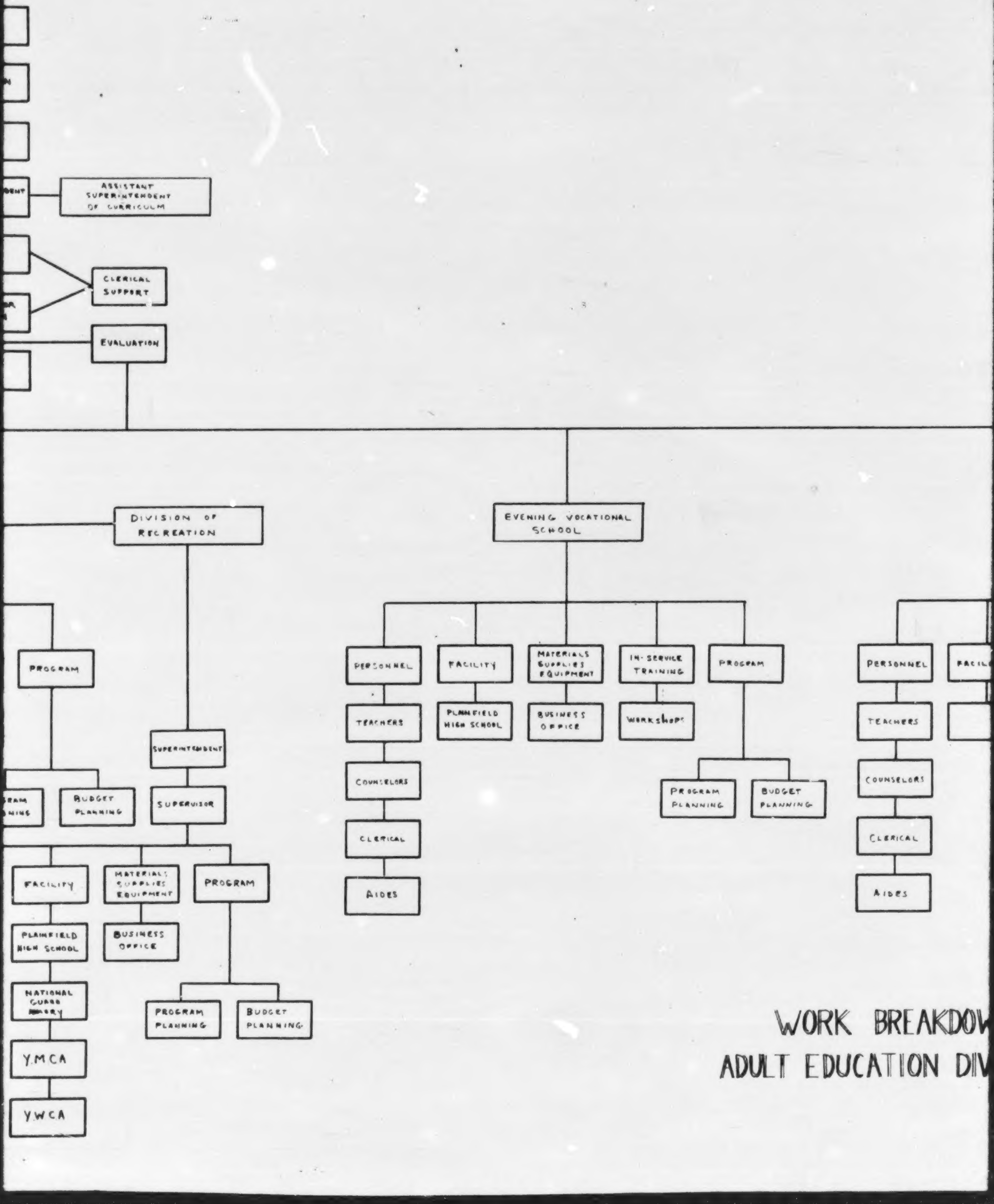
23. He shall route all communications to the appropriate person or persons.

24. He shall attend appropriate state and local conferences.

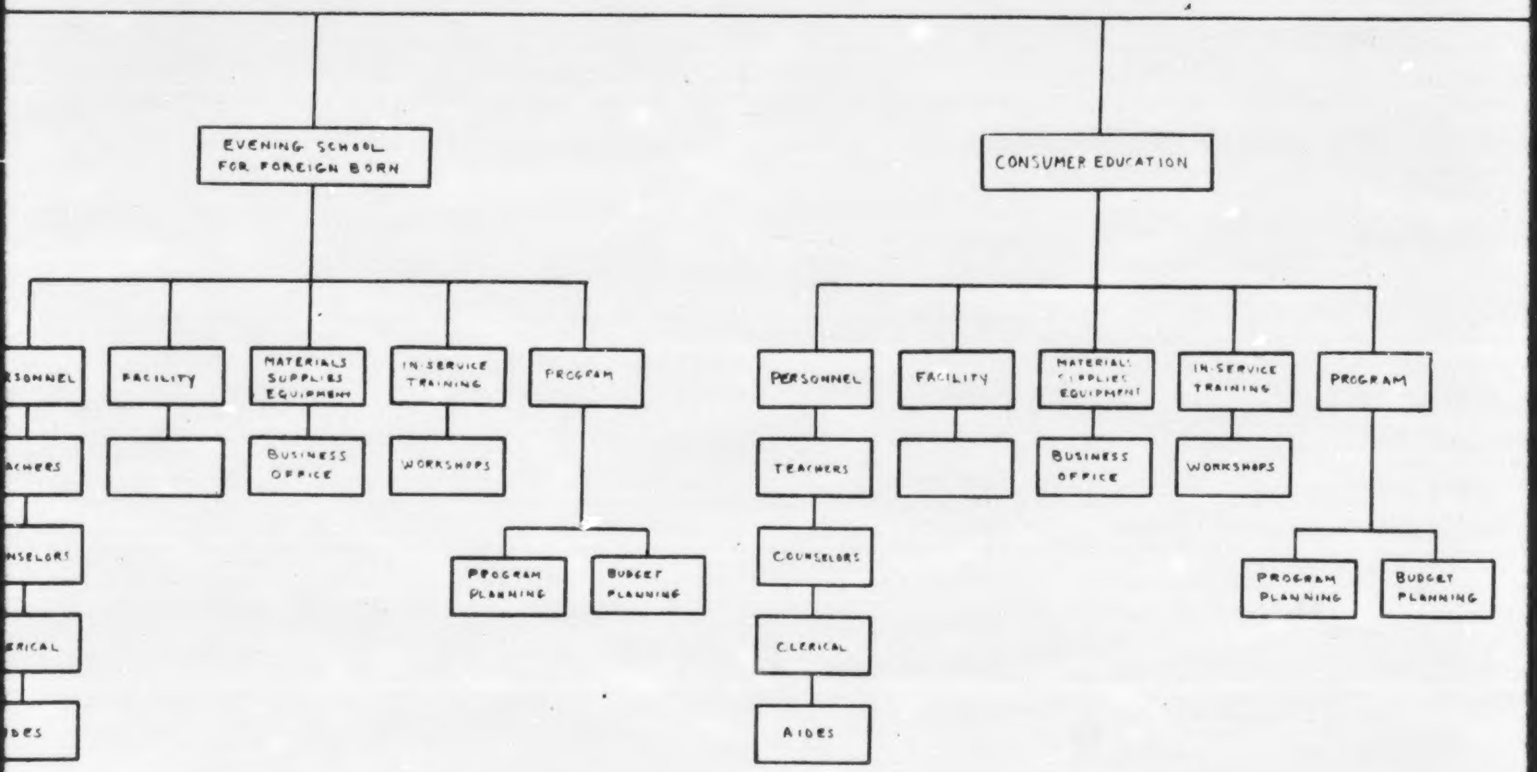

ENGLISH AS A SECOND LANGUAGE
PERSONNEL
RECRUITER
CLERICAL SUPPORT
TEACHERS
COUNSELOR
AIDES
FACILITY
ADULT LEARNING CENTER
MATERIALS SUPPLIES EQUIPMENT
BUSINESS OFFICE
PROGRAM
PROGRAM PLANNING
BUDGET PLANNING
IN-SERVICE TRAINING
WORKSHOPS
ADULT BASIC EDUCATION
PERSONNEL
TEACHERS
COUNSELORS
AIDES
VOLUNTEERS
FACILITY
ADULT LEARNING CENTER
MATERIALS SUPPLIES EQUIPMENT
BUSINESS OFFICE
IN-SER
TRAINI
WORKS


ADULT BASIC EDUCATION
MATERIALS SUPPLIES EQUIPMENT
IN-SERVICE TRAINING
PROGRAM
BUSINESS OFFICE
WORKSHOPS
PROGRAM PLANNING
BUDGET PLANNING
HIGH SCHOOL EQUIVALENCY ENGLISH AND SPANISH
PERSONNEL
FACILITY
MATERIALS SUPPLIES EQUIPMENT
IN-SERVICE TRAINING
PROGRAM
TEACHERS
ADULT LEARNING CENTER
BUSINESS OFFICE
WORKSHOPS
COUNSELOR
PROGRAM PLANNING
BUDGET PLANNING
CLERICAL
AIDES
PERSONNEL
TEACHERS
COUNSELOR
CLERICAL
AIDES

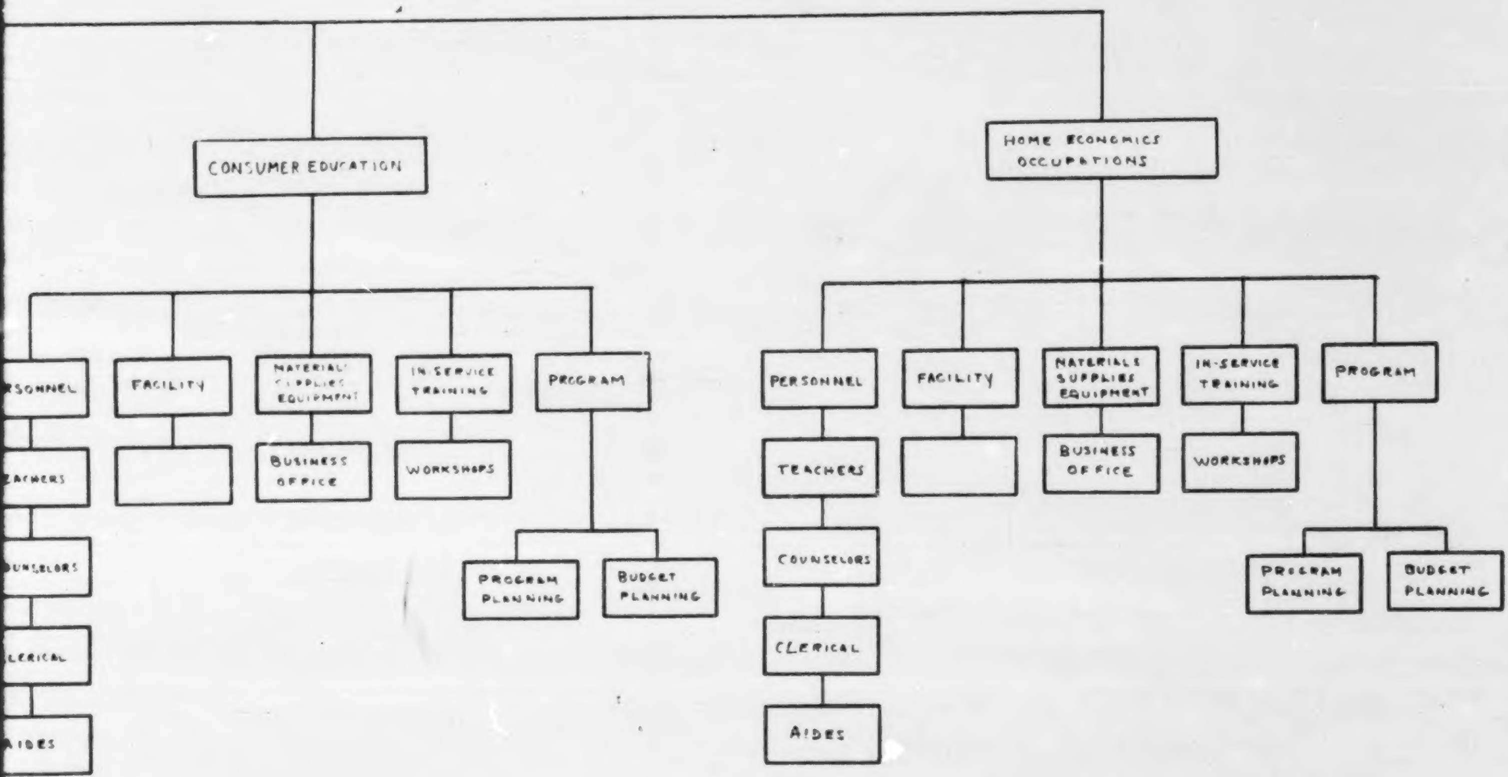

STATE DEPARTMENT
BOARD OF EDUCATION
SUPERINTENDENT OF SCHOOLS
ASSISTANT SUPERINTENDENT OF BUSINESS
ASSISTANT SUPERINTENDENT OF PERSONNEL
ASSISTANT SUPERINTENDENT OF CURRICULUM
DIRECTOR OF ADULT EDUCATION
ADVISORY COUNCIL
CLERICAL SUPPORT
ASSISTANT DIRECTOR OF ADULT EDUCATION
EVALUATION
PROGRAMS
WORK INCENTIVE PROGRAM (WIN)
FACILITY
ADULT LEARNING CENTER
MATERIALS SUPPLIES EQUIPMENT
BUSINESS OFFICE
IN-SERVICE TRAINING
WORKSHOPS
PROGRAM
PROGRAM PLANNING
BUDGET PLANNING
REGULAR EVENING SCHOOL
PERSONNEL
TEACHERS
COUNSELORS
CLERICAL
AIDES
FACILITY
PLAINFIELD HIGH SCHOOL
YMCA
MATERIALS SUPPLIES EQUIPMENT
BUSINESS OFFICE
IN-SERVICE TRAINING
WORKSHOPS
PROGRAM
PROGRAM PLANNING
BUDGET PLANNING
DIVISION O
RECREATIO
SUPERINTE
SUPERVIS
PERSONNEL
TEACHERS
FACILITY
PLAINFIELD HIGH SCHOOL
NATIONAL GUARD ARMORY
YMCA
YWCA
MATERIALS SUPPLIES EQUIPMENT
BUSINESS OFFICE
PROGRAM
PLANNING



WORK BREAKDOW
ADULT EDUCATION DIV



REAKDOWN STRUCTURE
TION DIVISION - PLAINFIELD


CONSUMER EDUCATION
HOME ECONOMICS OCCUPATIONS
RSONNEL
FACILITY
MATERIALS SUPPLIES EQUIPMENT
IN-SERVICE TRAINING
PROGRAM
EACHERS
BUSINESS OFFICE
WORKSHOPS
UNSELORS
PROGRAM PLANNING
BUDGET PLANNING
LERICAL
AIDES
PERSONNEL
FACILITY
MATERIALS SUPPLIES EQUIPMENT
IN-SERVICE TRAINING
PROGRAM
TEACHERS
BUSINESS OFFICE
WORKSHOPS
COUNSELORS
PROGRAM PLANNING
BUDGET PLANNING
CLERICAL
AIDES

Plainfield Public Schools
Plainfield, New Jersey
Project Management System
Information Sheet

PROJECT TITLE: Plainfield Adult Education
English as a Second Language

CONTACT PERSON: Charles Carter
Director of Adult Education

FUNDING PERIOD: July 1, 1974 to June 30, 1975
AMOUNT(S) 000,000.00 SOURCE(S) State Literacy Fund

GENERAL OBJECTIVES: To provide an opportunity for those in our community who have a basic communication problem due to their inability to read, write or speak in English. To improve their English and communication skills in order to become a more functional member of the Community.

HOW ACCOMPLISHED: The guidance and counseling program coordinates its activities with the instructional program to maximize the prescription of individualized programs of instruction.

AUDIENCE (e.g, Adult, K, PK, etc): Foreign born adults who are unable to function effectively in this society due to their inability to understand English.

Plainfield Public Schools
Plainfield, New Jersey
Project Management Systems
Information Sheet

PROJECT TITLE: Adult Basic Education

CONTACT PERSON: Charles Carter
Director of Adult Education

FUNDING PERIOD: September 1, 1974 to June 30, 1975

AMOUNT(S) 000,000.00 SOURCE(S) Title III, P.L. 91-230

GENERAL OBJECTIVES: To upgrade the necessary skills to obtain an eighth grade proficiency level enabling any individual who so desires to advance to a High School Equivalency class.

HOW ACCOMPLISHED: In order to reach our objective, activities include classroom instruction (small group), Reading Laboratory and Counseling Services.

AUDIENCE (e.g., Adult, K, PK, etc): Adult members of our Community who are uneducated or undereducated.

Plainfield Public Schools

Plainfield, New Jersey

Project Management Systems

Information Sheet

PROJECT TITLE: High School Equivalency

CONTACT PERSON: Charles Carter
Director of Adult Education

FUNDING PERIOD: July 1, 1974 to June 30, 1975
AMOUNT(S) 000,000.00 SOURCE(S) Chapter 383,
P.L. 1968
State Literacy Fund

GENERAL OBJECTIVES: To provide a tuition free high school equivalency program for adults who are functioning at the 9th level or above and would like to obtain their high school certificate.

HOW ACCOMPLISHED: In order to reach our objective, activities include classroom instruction (small group), Reading Laboratory, and Counseling Services.

AUDIENCE (e.g., Adult, K, PK, etc): Adults at least 18 years of age, out of school one or more years and a resident of New Jersey.

Plainfield Public Schools
Plainfield, New Jersey
Project Management System
Information Sheet

PROJECT TITLE: Work Incentive Program - WIN

CONTACT PERSON: Charles Carter
Director of Adult Education

FUNDING PERIOD: July 1, 1974 to June 30, 1975

AMOUNT(S) 000,000.00 SOURCE(S) 1967 Amendment to
Social Security
Act P.L. 90-248

GENERAL OBJECTIVES: To enhance the ability of students to speak, read and write the English language. To raise the educational level of students in order to prepare them for occupational training or employment.

HOW ACCOMPLISHED: Activities include classroom instruction (small group), Reading Laboratory and Counseling Services in addition to supportive services from the total WIN Program.

AUDIENCE (e.g., Adult, K, PK, etc): AFDC welfare recipients 16 years of age or over who have less than a high school diploma or certificate.

DESCRIPTION OF WARDS**

Ward 1 - An area of older, single family homes. The population is relatively stable. By Plainfield standards, this area doesn't have too much population movement. The socioeconomic status of the residents varies from lower-middle to middle class.

Ward 2 - Homes in this area are the newest and generally most expensive in the city. It contains the most desirable housing areas. The socioeconomic status is overall in the upper-middle class.

Ward 3 - This ward has many of the older, more expensive homes. There is more population movement in this area than in Ward 1. The socioeconomic status is mixed, but on the average is in the middle-class range.

Ward 4 - This are encompasses most of the downtown shopping area. It also contains the poorest, ghetto portions of the city. Although it has middle-class pockets, it is overall a lower to lower-middle class area.

**See the inside of the back cover for a map of Plainfield which identifies the four wards by location.

Phone Survey for Plainfield
Adult Night School

1. Did you see this year's publicity material from the Plainfield Adult Night School? Yes______ No______

2. Have you ever taken any courses offered by the Plainfield Adult Night School? Yes_____ No_____

   a. (If yes) When was the last time you took a course at the school? Before 1970 1970 1971 1972 1973

   b. (If did attend, but doesn't now) Why haven't you taken courses at the school recently?

3. Have you ever attended adult night courses at any of the other local schools? Yes____ No_____

   a. (If yes) Why did you choose to go to that school rather than to Plainfield's?

4. Curriculum

   a. Are there any particular courses you would like to see offered?

   b. Would it make any difference to you if:
      (1) College credit was offered for some of the courses? Yes_______ No______

      (2) Vocational courses were approved by local labor organizations for up-grade training? Yes_______ No______

5. Location of Classes

   a. The night courses are presently offered at the high school; would that be a good location for you if you were going to take a night course?
      Yes______ No______
      (If no) Why not?

      (If no) Where would be a good location?

b. Do you have concerns about the safety of your person or property that are strong enough to keep you from attending night courses at the high school? Yes_____ No_____
(If yes) What do you suggest could be done to make the area safer?

6. Convenience Factors

a. Plainfield adult night courses are presently offered Manday, Tuesday, and Wednesday evenings. Would you be more likely to attend these courses if they were offered on other evenings? Yes____ No______
(If yes) Which evenings?_______________________

b. Would you like to see courses offered during the day on weekends? Yes_____ No______

c. Would you be more likely to attend courses if babysitting services were provided? Yes_____ No___

7. What do you see as the most important changes the Plainfield Adult Night School needs to make?

8. If these changes were made, would you attend courses at the school?

Definitely_______, Probably________,

Maybe_________, Probably not_______

Comments:

DD-1

Public Schools of Plainfield

NEW JERSEY

PLAINFIELD HIGH SCHOOL
950 Park Avenue - 07060

CERTIFICATE OF TRAINING

____

HAS SATISFACTORILY COMPLETED THE COURSE IN

____

GIVEN AT PLAINFIELD HIGH SCHOOL

FROM ____________________ TO ____________________

DATE ____________________

VOID

____________________	____________________
NAME	NAME
____________________	____________________
TITLE	TITLE

FF-1

Plainfield Study Group

COMPETITION, COMPARATIVE CURRICULA, MARKETING

Interview Questions

My name is Bill Henry. I am a doctoral student in Adult Education at Rutgers. As a part of a student group studying the Plainfield Adult Education Program, I am gathering data about other area adult education activities which are open to Plainfield residents.

I would appreciate a copy of your course-offering brochure and an organization chart of your Adult Education Program.

I would very much appreciate your participation in this study so that we can benefit from your experiences and opinions.

1. If you have an advisory council, please describe its composition and activities.

2. How do you ascertain the educational needs and/or desires of your city (group)?

3. What general category of course-offerings attract the greatest student participation?

4. Have you recently started any new or different courses and if so, what are they and how have they been received?

5. Have you tried any unusual programs such as Saturday classes, daytime classes or concentrated sessions of perhaps two or three full days, either consecutively or otherwise?

6. Do you hold any classes outside of the school building? Is there any restriction to your holding such outside classes?

7. What percentage of your enrollees complete their courses?

8. Have you catalogued any reasons for students dropping out of courses before they are completed?

9. How do you recruit your instructors; does recruitment present any difficulty and what is your payment rate?

10. To what do you primarily attribute the success of your program? What would you say is your primary strength?

11. Does your program operate in conjunction with any other program such as the Recreation Department? Do you co-sponsor courses?

12. What do you spend on your course-offering brochures and what is your mailing pattern?

13. What is your advertising program in terms of paid and/or unpaid newspaper, radio or other releases?

14. Do you make frequent and/or periodic news releases of new course offerings or other activities of interest?

15. What is your pattern of distribution of these releases?

16. What is your primary competition for students? That is to say, are you losing students who might otherwise participate in your program to any other educational activities?

17. Do you have any competition from church or civic groups within your area?
Do you have any relationship with the sponsors of those courses?

18. Have you noted any particular chage in the SES or mobility of your potential clientele which might affect your program or your course offerings?

19. We are interested in comparative enrollment figures and would appreciate your gross enrollment figures over the past four years.

20. What is your explanation for any increase or decrease in participation indicated by the above figures?

21. Are you aware if you have any currently enrolled students who are residents of Plainfield? If comparable

courses are taught in Plainfield, why do you suppose they attend your courses?

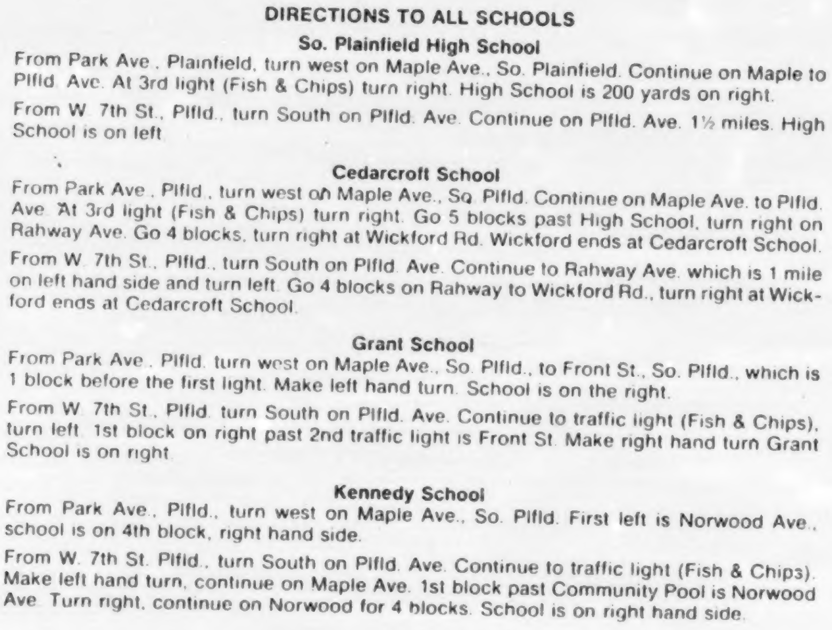
22. Can you give me any overall demographics of your adult student body? (Age, sex, other?)

23. Thinking over the areas we have discussed, are there any other points you might be able to make that would be helpful to our diagnosis of the Plainfield Adult Education Program?

Thank you for your cooperation. Your responses have been most helpful.

FF-2

The reproduction below has been extracted from the South Plainfield Adult Education School brochure for the 1974 May-June Semester. It is of interest to note that all the travel instructions to the various South Plainfield schools have a Plainfield starting point.



DIRECTIONS TO ALL SCHOOLS

So. Plainfield High School

From Park Ave., Plainfield, turn west on Maple Ave., So. Plainfield. Continue on Maple to Plfld. Ave. At 3rd light (Fish & Chips) turn right. High School is 200 yards on right.

From W. 7th St., Plfld., turn South on Plfld. Ave. Continue on Plfld. Ave. 1½ miles. High School is on left.

Cedarcroft School

From Park Ave., Plfld., turn west on Maple Ave., So. Plfld. Continue on Maple Ave. to Plfld. Ave. At 3rd light (Fish & Chips) turn right. Go 5 blocks past High School, turn right on Rahway Ave. Go 4 blocks, turn right at Wickford Rd. Wickford ends at Cedarcroft School.

From W. 7th St., Plfld., turn South on Plfld. Ave. Continue to Rahway Ave. which is 1 mile on left hand side and turn left. Go 4 blocks on Rahway to Wickford Rd., turn right at Wickford ends at Cedarcroft School.

Grant School

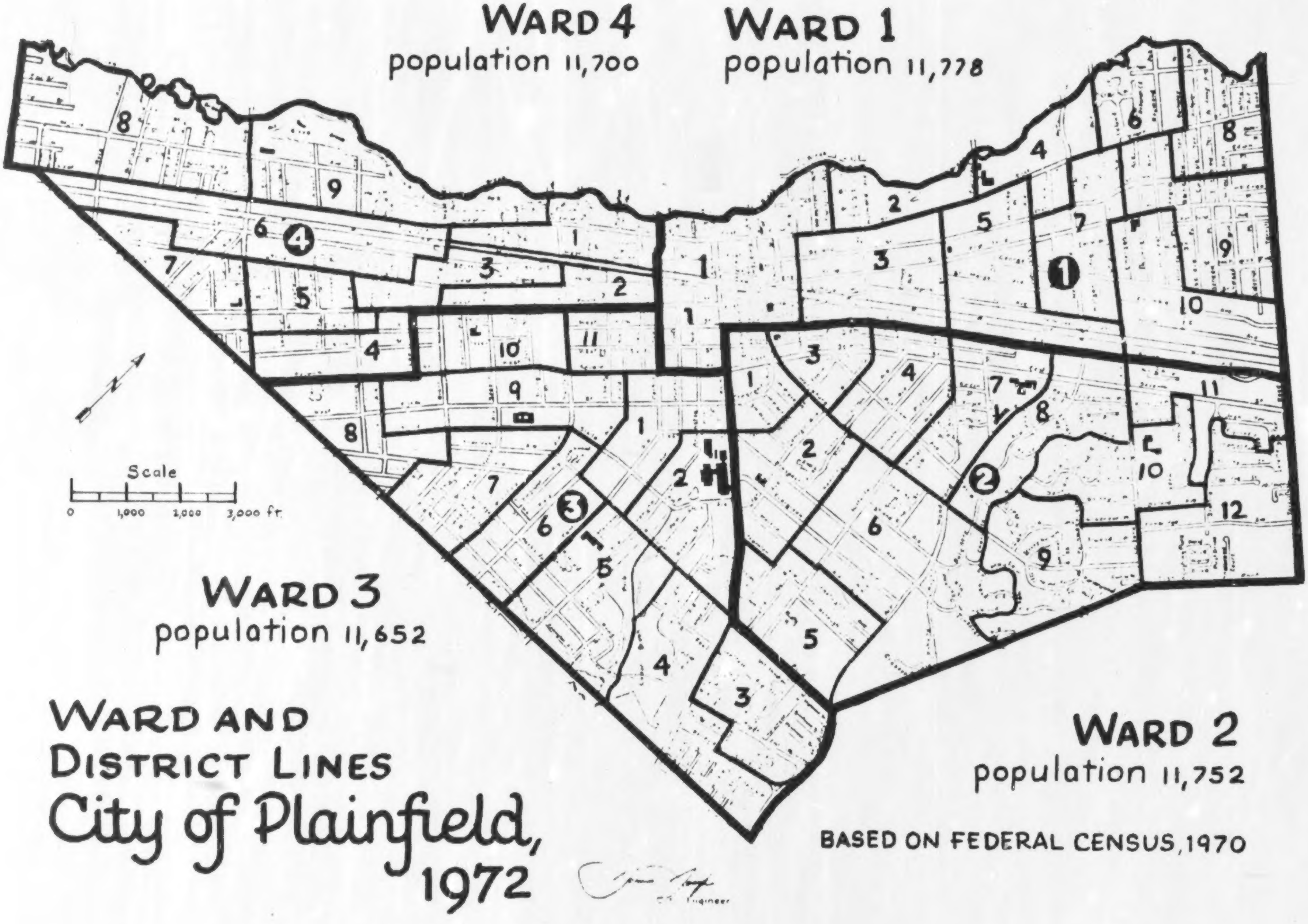
From Park Ave., Plfld. turn west on Maple Ave., So. Plfld., to Front St., So. Plfld., which is 1 block before the first light. Make left hand turn. School is on the right.

From W. 7th St., Plfld. turn South on Plfld. Ave. Continue to traffic light (Fish & Chips), turn left. 1st block on right past 2nd traffic light is Front St. Make right hand turn Grant School is on right.

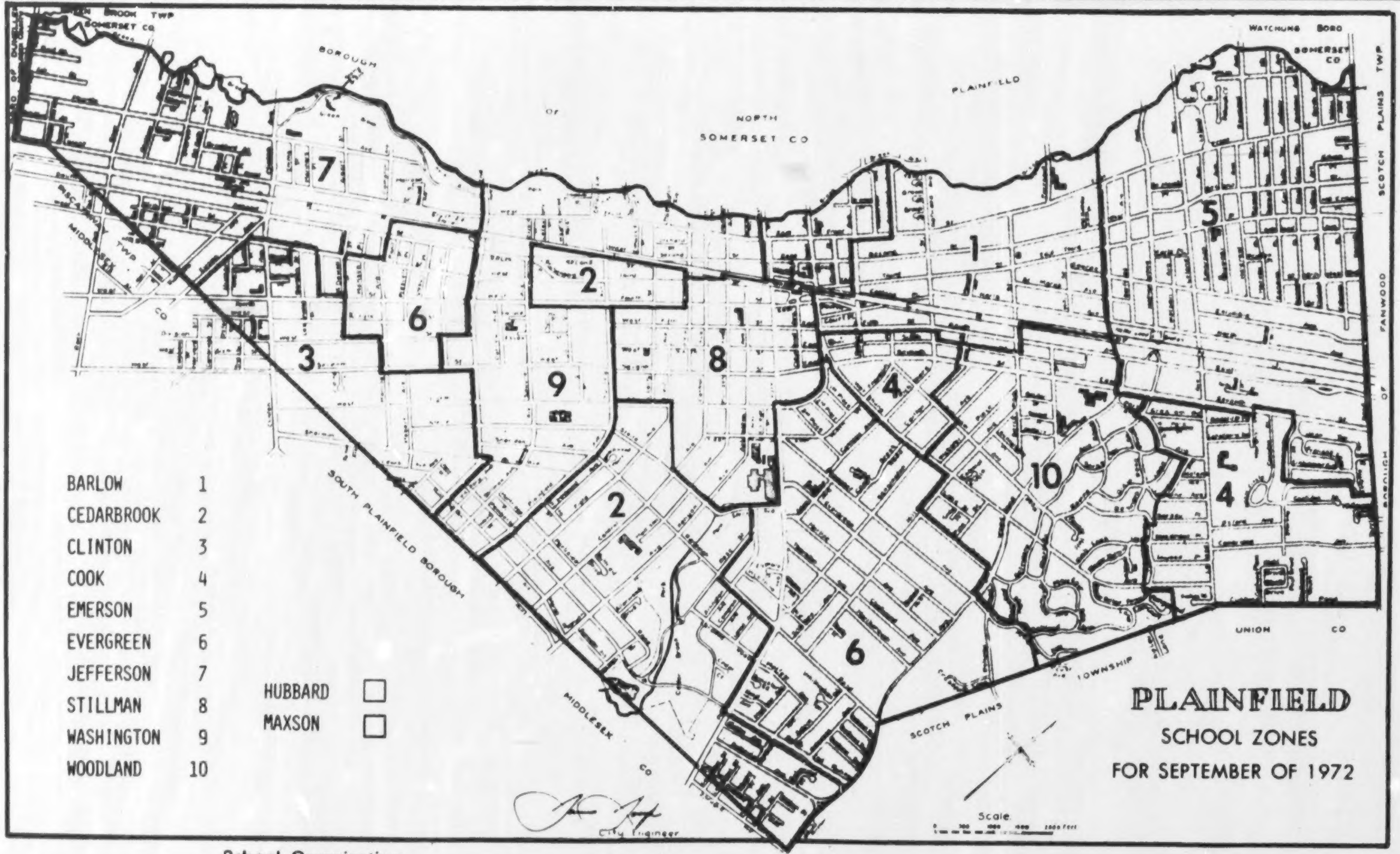
Kennedy School

From Park Ave., Plfld., turn west on Maple Ave., So. Plfld. First left is Norwood Ave., school is on 4th block, right hand side.

From W. 7th St. Plfld., turn South on Plfld. Ave. Continue to traffic light (Fish & Chips). Make left hand turn, continue on Maple Ave. 1st block past Community Pool is Norwood Ave. Turn right, continue on Norwood for 4 blocks. School is on right hand side.



WARD AND DISTRICT LINES
City of Plainfield, 1972



School Organization

In March 1972 the Board of Education approved reorganization of the Plainfield school system for the following September. The plan provides for 10 elementary schools (kindergarten through grade five), two middle schools (grades six through eight), and the high school (grades nine through 12). There will be one school for special education for handicapped pupils. Other special education classes will be dispersed among the schools. Through this reorganization the high school will change from a three-year to a four-year school. The junior high school span (grades seven through nine) will be dropped and the middle school (grades six through eight) introduced. The reorganization also eliminates use of two schools for fifth and sixth grades begun several years ago as a way of correcting racial imbalance.